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ABSTRACT

This volume contains abstracts of the more than 250 discussion papers, symposia, displays, and training sessions presented at the Mid-South Educational Research Association (MSERA) 1996 annual meeting. Papers deal with elementary, secondary, and higher education, and cover a broad spectrum of educational issues. Although many papers focus on the mid-South, others deal with other parts of the United States. Attachments include the MSERA constitution, bylaws, and a list of MSERA past presidents and award winners. (SLD)

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Mid-South Educational Research Association

PROCEEDINGS

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Twenty-Fifth Annual Meeting

NOVEMBER 6-8, 1996

TUSCALOOSA, ALABAMA

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PROCEEDINGS OF THE
TWENTY-FIFTH ANNUAL MEETING
OF THE
MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION

CONTAINING THE ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

JOHN R. PETRY, EDITOR

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LORRAINE ALLEN

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MICHAEL GRAVET

COY B. MCKINZIE

NOVEMBER 6-8, 1996

TUSCALOOSA, ALABAMA

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1996

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25th Annual Meeting

ACKNOWLEDGEMENTS

This year makes the 25th anniversary of MSERA, and the program reflects an organization that is broad-minded in its acceptance of a diverse array of issues, perspectives, and interests. To all those who contributed their scholarship, experience, and expertise to make this year's program a success, please accept my sincere thanks. There are many fine discussion papers, symposia, displays, and training sessions in this year's program. To all the many members who make it their labor of love to have MSERA be the kind of alliance that welcomes new members, graduate students, school personnel, and professionals in many walks of life, thank you so much. Our membership continues to grow, and that's due to your efforts.

Whether in front or behind the scenes, many people have helped to make the individual sessions go smoothly. Session chairs, evaluation committee members, program committee members, and many others have contributed of their time to facilitate the sessions.

This year's program co-chairs, Linda Cornelious and Linda Morse, worked long hours to coordinate the preparation of the program. This has to be one of the most challenging tasks in the organization, and they and their committee have put together a fine program that we will all enjoy.

Those who produce the more tangible products of MSERA have continued to do a fine job. John Petry, editor of the *Proceedings*; Diane Green, editor of the *MSERA Researcher*; and Jim McLean and Alan Kaufman, co-editors of *Research in the Schools*, have all worked long hours without complaint to furnish what the rest of us might take for granted.

But wait, there's more! Dot Reed coordinated the work of the distinguished awards selection committee and was always available when help was needed. Qaisar Sultana and the membership committee members, Jim Harris and the graduate student committee, and Bill Person and the minority recruitment committee have all worked hard to attract and encourage new members, as well as facilitate their active involvement in MSERA. Glennelle Halpin and the nominations committee have presented us with a fine slate of potential officers for 1997-1998. Jim Flaitz, who also coordinated the LERA meeting, with the evaluation committee, made possible the assessment of the annual meeting.

We're not done yet! Jim McLean, local arrangements coordinator for the 1996 meeting, and his committee had to cope with a seemingly endless list of details to make the meeting to smoothly. John Enger, our secretary-treasurer, has managed our finances and membership concerns well during the year. Judy Boser, who will be stepping down as Executive Secretary after years of faithful service, has always been at the ready to help in ways too numerous to count. Board members advised and assisted in addressing the concerns of MSERA.

It's been my pleasure to have worked with all of you this year. Many thanks, and we'll look forward to seeing you in Memphis in 1997!

David Morse, MSERA President, 1996

PROCEEDINGS, 1996

This was the first year that the *Proceedings* was produced largely from diskettes. thanks to each of the 258 who sent them, which was almost all of the presenters. It saved an enormous amount of time usually devoted to typing abstracts.

Still there was some editing to do, such as removing quotation marks and converting titles to caps and boldface, because the format was changed for the twenty-fifth edition. But that was easy compared to retyping.

What we have done this year amounts to a closer editing than before. An editor strives for consistency, which is, in effect, establishing a style. In some instances you will note that there were some changes in tenses; titles of tests will not be in italics; Greek letters will not be underlined; some words will not be hyphenated; and all titles and author's names are centered. Each symposium has a new format: the title is in boldface caps and letters, whereas the subtitles are in boldface caps and lower case letters. As in the past, the lack of spacing under the subtitles indicates that a symposium is recorded.

In fact, that is what the *Proceedings* is, an historical record of what took place in the various types of sessions: discussion, display, symposia, and training, The editors have tried to make it read in this manner.

Thanks are extended to the persons whose names are on the title page: Herb McCree, Lorraine Allen, Liz Welch, and Michael Gravet They were creative, dedicated to quality, and persistent. Ms. Allen devised the 25th anniversary logo.

John R. Petry, Editor
Proceedings
ISSN 1055-3959

MSERA SESSIONS ARE OPEN ONLY TO MSERA MEMBERS WHO ARE REGISTERED AT THE ANNUAL MEETING. BADGES SHOULD BE WORN TO ALL SESSIONS TO ENSURE ADMISSION.

MSERA

The Mid-South Educational Research Association was organized on March 20, 1972, on the campus of The University of Mississippi. It is a non-profit organization whose purpose is to encourage quality educational research in the mid-south and to promote in the schools the application of the results of quality educational research. Any person who supports the purpose of the Association is eligible to join the Association.

MSERA Archives

Papers presented at the Annual Meeting of the Mid-South Educational Research Association are filed in the MSERA Archives at the Mitchell Memorial Library at Mississippi State University. Copies of papers may be obtained subsequently for a nominal fee by calling the Special Collections Room at the library at (601) 325-7680.

ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

Wednesday, November 6, 1996

7:30 a.m.-8:45 a.m. **NEW MEMBER AND GRADUATE STUDENT BREAKFAST** ..... **Thames Room**

8:00 a.m.-4:00 p.m. **REGISTRATION** ..... **Lobby of Conference Center (1st Floor)**

8:00 a.m.-8:50 a.m. - **SCHOOLS (Discussion Session)** ..... **Wilson Room**

PRESIDER: Gerald Halpin, Auburn University

PEDAGOGICAL REFORM FOR MINORITY FEMALES: THE CASE OF AFRICAN AMERICAN FEMALES IN A SOUTHERN RURAL SCHOOL

Julie Laible and Sonja Harrington,
The University of Alabama

Few studies have examined the educational experiences of minority females or documented the educational practices that promote their academic success. The main purpose of this study was to address that unexamined area of research and investigate the best educational practices for a specific group of minority females: African American females in a southern rural school.

The methodology for this study was qualitative and included individual and focus group interviews with excellent teachers and administrators of African American students as well as focus group interviews with African American female students in a rural Alabama high school. Data analysis took place during and following the data collection phases, and trustworthiness was established through triangulation of research methods, peer debriefing, and member checks.

The best practices identified by administrators, teachers, and girls in this study strongly reflected Ladson-Billings' (1995) theory of culturally relevant pedagogy. That is, the administrators and teachers in the rural Alabama high school: (1) believed that all students were capable of success and saw themselves as members of the community, (2) demonstrated a connectedness with all of the students and encouraged students to be responsible for themselves and others, and (3) built bridges to facilitate learning, dedicated themselves to educating their students, and viewed knowledge critically.

SOUTHERN APPALACHIAN SETTLEMENT SCHOOLS AS EARLY INITIATORS OF INTEGRATED SERVICES

Eloise Jurgens, Johnson City (TN) Schools, and
Russell West, East Tennessee State University

The purposes of this study were to determine the type and extent of integrated health and social services provided by Southern Appalachian settlement schools (1900-1979), to identify the relationship these schools had with public schools, and to describe the extent to which the provision of integrated services was transferred from settlement schools to public schools.

This historical study involved the use of archival information found at Crossnore (NC), Hindman (KY), and Pine Mountain (KY) Settlement Schools; an analysis of county school board minutes; and selected interviews. The NUDIST software program was used, transcribed data were coded, and categories of responses were merged and arranged inductively. Analysis yielded themes/ patterns of responses.

The results demonstrated that settlement schools were builders of communities that offered extensive integrated services. The relationships with respective public school systems

ranged from cooperative/collaborative to antagonistic. Little transfer of integrated services to public schools occurred. Pine Mountain Settlement School and the local board of education engaged in an early form of privatization.

Several implications were found for developing an integrated service program within public schools. These included: (1) involving clients in decision making and leadership, (2) allowing clients to identify the needed services, and (3) developing innovative curricula/teaching strategies.

NEW FUTURES FOR SCHOOL GOVERNANCE: THE SCHOOL BOARD AND ITS FUTURE

Angela Maynard Sewall, University of Arkansas at Little Rock

The purpose of the paper was to examine the changing role of the school board in educational governance. In light of recent questions concerning the quality of American education and teaching as a profession, several communities have turned their attention to an effort to "depoliticize" the school board. The practice of democratic election for board members has been called into question. In a significant change from past practice, in small communities and major cities alike, boards are being appointed, abolished, or replaced by trustees who are businessmen largely disinterested in education but capable of financial management. Decision making in these communities is progressing beyond school-site management to a return to the roots of American education, namely community schools governed by school councils composed of patrons who make decisions only for an individual school and the council on which they may serve.

A review of these new models, accompanied by a discussion of their current and potential effects, couched in history and pertinent administrative theory, provided the basis for an analysis of the future directions of popular involvement in public education and radically changed roles for school administrators and public educators in general.

8:00 a.m.-8:50 a.m. STUDENT VIOLENCE/CONFLICT (Symposium)..... Lackey Room

ORGANIZER: Patricia C. Glascock, Arkansas State University

LOCUS OF CONTROL AND VIOLENCE IN DATING RELATIONSHIPS

Locus of Control and Violence in Dating Relationships

Patricia C. Glascock, Arkansas State University

The study of violence in relationships has risen to prominence in the past quarter century. In the early years, this study was focused primarily on violence in families with special emphasis on spousal abuse. In more recent years, the dynamics of violence in dating relationships has emerged as one important parameter in understanding the broader phenomenon of interpersonal violence. The relationship between locus of control and dating violence was the topic of a field study conducted by the symposium organizer.

Violence in Dating Relationships: A Review

Nola J. Christenberry and Patricia C. Glascock,
Arkansas State University

The purpose of this paper was to present a summary of reported information related to violence in dating relationships. The content of the paper was taken from a comprehensive

literature review conducted by the second author under the supervision of the first author. The presentation of this paper provided a foundation for viewing data regarding the prevalence of dating violence among a sample of undergraduate college students and the relationship between locus of control and dating violence among these students.

Dating Violence Among Unmarried College Freshmen
Patricia C. Glascock, Nola J. Christenberry, and
John M. Enger, Arkansas State University

The purpose of this paper was to present the results of an assessment of violence in dating relationships among unmarried college freshmen. Straus' Conflict Tactics Scale, an instrument with three subscales, was used to measure dating violence. Data were obtained from 154 freshmen at Arkansas State University (ASU) and were analyzed using descriptive statistics to relate violence and demographic characteristics of the sample. Types of violence inflicted and experienced by the students in this study were consistent with results of previous reports. For example, the number of ASU students reporting violence in their relationships was similar to that reported nationally. In addition, ASU males (like their counterparts elsewhere) used more violent tactics than females to resolve conflict.

Locus of Control and Dating Violence Among Unmarried College Freshmen
Patricia C. Glascock, Nola J. Christenberry, and
John M. Enger, Arkansas State University

The purpose of this paper was to present the results of an assessment of the relationship between locus of control and violence in dating relationships among unmarried college freshmen. Rotter's Internal-External Scale was used to measure locus of control among the 154 students described in the above paper. Locus of control and conflict resolution tactics data were analyzed using various inferential techniques. In contrast to speculations in previous literature, no significant relationship was noted between locus of control and dating violence. Significance was noted, however, between dating violence and such variables as length of time in the relationship.

Following the presentation of the three papers, participants in the symposium were engaged in a discussion of the implications of the results for program planning in various settings. This discussion was relevant for student services personnel in college settings and for counselors and administrators in secondary school settings.

8:00 a.m.-8:50 a.m. TEACHER EDUCATION (Discussion Session).....Logan Young Room

PRESIDER: Patricia Davis-Wiley, The University of Tennessee

FLEXIBLE INQUIRY MOTIVATES STUDENTS TO WRITE ABOUT THEMES IN SOCIAL STUDIES

John L. Byer, University of Southern Mississippi

Students' interest and involvement in social studies may be increased by motivating them to write about important topics that relate to their own life experiences. This paper offered a teaching strategy that may heighten students' curiosity to inquire into important topics in social studies as a relevant outgrowth of their life experience. Teaching suggestions for assisting students' use of information collected during inquiry to write reports were included. Sources

included books by John Dewey and articles from professional journals. According to books and recent professional journal articles cited in this paper, offering students assistance to flexibly write about topics that stem from their own interests motivates them toward increased interest and engagement in social studies.

A STUDY OF THE KNOWLEDGE AND SKILLS OF TEACHERS ON SCHOOL SAFETY

Karen Clark, National University, and Jack Blendinger, Mississippi State University

Schools in America are in a crisis. Without the knowledge and skills to effectively address issues and concerns regarding school safety, little or no teaching and learning can take place.

The purpose of this study was to determine the knowledge and skills of classroom teachers on the topic of school safety. Teachers' skills and knowledge were measured using a Likert scale from a sample of 190 teachers. A random sample was selected from teachers who were enrolled in the education administration master's degree program at National University from six different campus locations.

Teachers' skills and knowledge were measured in six different areas including legal and professional responsibilities, building positive school climate, utilizing community members to build effective relationships with the community, crisis prevention, school safety planning, and building relations between the school and each student's home. The responses ranged from poor to excellent.

The results of the survey indicated that there were no significance differences between the categories, although the data indicated that the teachers felt least knowledgeable and skilled in the area of crisis prevention.

CORPORAL PUNISHMENT: ATTITUDES OF PRESERVICE TEACHERS IN SOUTH MISSISSIPPI

Jacqueline M. Woodbury, University of Southern Mississippi

The purpose of this qualitative study was to determine the attitudes of elementary, preservice teachers toward corporal punishment. Before attending a lecture and discussion on classroom discipline, a sample of elementary methods students (n=57) was instructed to write journal entries on their attitudes toward corporal punishment. These pre-lecture journal entries were analyzed for constructs and themes. A lecture and discussion on classroom discipline and corporal punishment were then given to the sample of preservice elementary teachers. The sample again wrote journal entries that were also analyzed for constructs and themes.

A constructivist approach involving a socially-based construction of reality was utilized in the analysis of the dual journal entries. After a framing interview, both the individual and the group constructs were addressed. Preliminary understandings and reconstructions of the constructs held by the participants in the study included: (1) religious belief structures, (2) personal experiences, and (3) control issues.

8:00 a.m.-8:50 a.m. **TEACHER EDUCATION (Symposium).....Mason Room**

ORGANIZER: Marcia R. O'Neal, The University of Alabama

DISCUSSANTS: Fran Perkins, Edwin S. Ellis, and Barbara S. Rountree, The University of Alabama

CHARTED TERRITORY: OUTCOMES OF AN INNOVATIVE PRESERVICE TEACHER EDUCATION PROGRAM

MAPping Future Directions for Teacher Education
Martha J. Larkin, The University of Alabama

Acquisition of Professional Knowledge
Marcia R. O'Neal, The University of Alabama

Acquisition of Content Knowledge: QUILT Model
Gale C. Colvert, The University of Alabama

Integration of Content and Thinking Skills: Talents Unlimited
Carol L. Schlichter, The University of Alabama

Acquisition of Content Knowledge: Examples from Geography
Madeleine Gregg, The University of Alabama

Teaching Diverse Abilities: A Special Education Perspective
Phyllis Mayfield, The University of Alabama

Teaching Diverse Abilities: An Elementary Education Perspective
Alexander B. Casareno, The University of Alabama

Discussion
Fran Perkins, Edwin S. Ellis, and Barbara S. Rountree, The University of Alabama

The challenge for teacher education programs is to prepare teachers with the knowledge and skills to teach students with a wide range of ability levels. The Multiple Abilities Program (MAP) is an innovative teacher education program that has begun charting new territory in order to meet this challenge. This symposium began with a brief overview and background information about MAP.

An early question in MAP, given the manner in which the content was presented and the emphasis on increasing the field work experiences of preservice teachers, was whether MAP students would acquire essential professional knowledge. To address this issue, MAP students were compared to those in traditional programs on their performance on the professional knowledge areas of the College of Education's Exit Exam. Results of this comparison were presented.

A related question was whether MAP students would acquire the knowledge of content they would be expected to teach to elementary students. MAP has used two inservice models (QUILT and Talents Unlimited) and applied them to a preservice program while integrating them into an ongoing apprenticeship program that involved the authentic transformation of content. MAP preservice teachers learned to integrate thinking skills, develop questioning techniques, and deal with the developmentally appropriate delivery of content. The symposium included presentations on talents lessons, videos, and other methods by which knowledge of content was assessed.

A primary focus of MAP is preparing educators who can teach children with diverse abilities and with diverse learning needs related to cultural diversity and development. As classrooms continue to grow in student diversity, teachers must be sensitive to and aware of how the learning styles, learning abilities and disabilities, and cultural differences of all students impact teaching. Diversity as an instructional theme in MAP sought to place the individual in the center of all reflective decision making with regard to curricular and instructional design.

Findings from ongoing research into the effectiveness of an explicit emphasis on the teaching of diversity on the MAP students' understanding of teaching serve to challenge the notion that in order to be effective teachers in multiple abilities classrooms, teachers simply need to have a general understanding of diversity.

While the effectiveness of the MAP curriculum can be discerned from evaluation studies and the performance of the MAP students in terms of content instruction and preparedness for teaching in diverse abilities classrooms, the effectiveness of MAP on children's learning has yet to be determined. Like any other teacher education program, MAP will eventually be evaluated by the performance of its graduates as they impact the teaching profession year by year. However, the empirical data and case studies presented in this symposium suggested that MAP teachers had the promise to be effective teachers of students with diverse learning needs; the data demonstrated that MAP students were capable of reconnecting teaching to the learning needs of individual students.

9:00 a.m.-9:50 a.m. **CONSTRUCTIVISM (Symposium).....Mason Room**

ORGANIZER: Amany Saleh, The University of Alabama

DISCUSSANT: Rebecca L. Oxford, The University of Alabama

BEYOND SUBJECT-AREA SCHOOLING: IMPLICATIONS OF WHOLETHEME CONSTRUCTIVISM

An Overview of Beyond Subject Area Schooling
Amany Saleh and Asghar Iran-Nejad,
The University of Alabama

Traditionally, content-area teaching has always been the predominant, if not the exclusive focus of education. One manifestation of this emphasis is the recent attention to mathematics and science education, however, decontextualized subject-area content is an unnaturally-lean aspect of human growth and learning. The orientation of each of the presentations in this symposium revealed that going beyond cold subject-area content is an essential aspect of schooling even for the natural and interdisciplinary growth in subject-area knowledge.

Uncovering the Learning Potential of Video Games
Rene de-leon-Rodriguez and Asghar Iran-Nejad,
The University of Alabama

This presentation discussed how electronic video games can be more than an entertainment activity for children. The major idea was that video games appeared to engage the same multiple sources that must be present simultaneously for authentic learning to occur. If this is true, then video games not only have inherent entertainment potential, but inherent learning potential as well. Therefore, in this paper, we explored the possibility that video games might be used to help children learn other tasks of value in the academic as well as the real-world contexts. The paper surveyed the literature on this topic from a wholetheme interdisciplinary perspective that goes beyond the traditional isolated-subject-area schooling.

Rethinking the Nature of Moral Development from a Wholetheme Perspective
Stacey D. Alldredge and Asghar Iran-Nejad, The University of Alabama

This presentation discussed the nature of moral development from a wholetheme perspective. Traditional theories of moral development were examined and major areas of research were considered. Then, an alternative understanding of moral development grounded in biofunctional cognition and wholetheme constructivism was proposed that promised to broaden the realm of existing theory and research in this educationally critical area.

The Nature of Learning Empowerment

Patricia A. Neal and Asghar Iran-Nejad, The University of Alabama

This paper discussed the view that learning is inherently empowering. Existing research was reviewed with a major focus on the concept of self and its relation to learning and empowerment. Then, the influence current theories of teaching and learning have on learner empowerment was examined. Finally, using the literature on biofunctional cognition, it was shown how empowerment is a natural consequence of learning. The paper concluded with the implications of the learning-empowerment relationship for the practice of schooling in the context of wholetheme constructivism.

A Wholetheme's Extension of Piaget's Constructivism and Its Implications for Facilitating Learning in Students

Asghar Iran-Nejad and Jeffrey Choron, The University of Alabama

Piaget's theory has been controversial in two areas: its implications for schooling and its lack of specificity in the areas of learning processes and outcomes. This paper discussed how these limitations can be overcome in the context of a wholetheme extension of Piaget's constructivist theory. Then, the precise implications of the extended theory for schooling beyond subject areas were examined with a focus on the reflective facilitation of learning.

9:00 a.m.-9:50 a.m. ADMINISTRATION (Discussion Session).....Mobile Room

PRESIDER: Sheila W. Chauvin, Tulane University

A STUDY OF SUPERINTENDENTS' POWER AND LEADERSHIP STYLES AS PERCEIVED BY LOCAL TEACHER ASSOCIATION REPRESENTATIVES AND SECONDARY SCHOOL PRINCIPALS IN ALABAMA PUBLIC SCHOOLS

Barbara Pounders, Sheffield (AL) City Schools, and Harold L.Bishop and Michelle Acker-Hocevar, The University of Alabama

The purpose of this study was to determine if secondary school principals and local teacher association representatives differed in their perceptions regarding the leadership styles of superintendents and the bases of power that these educational executives used in their leadership roles. Hersey and Blanchard's LEAD-Other was used to determine leadership styles of superintendents as perceived by secondary school principals and local teacher association representatives. A researcher-developed instrument, Power Base Profile - Superintendents (PBP-S), was used to determine the subjects' perceptions of the most frequently used power bases of superintendents. Both surveys were mailed to a sample of 142 randomly selected secondary principals and 142 local teacher association representatives at the same schools.

Data were analyzed to determine if there were significant differences in perceptions of leadership styles and corresponding power bases between these two groups, secondary school principals and local teacher association representatives. A Pearson product-

moment correlation coefficient indicated a strong correlation between perceived leadership styles and power bases between these two groups.

Results of this study have strong implications for superintendents in terms of adjusting leadership styles and power bases to reflect a collaborative work structure.

THE RELATIONSHIP BETWEEN PRINCIPAL COMPETENCE AND TEACHER PERCEPTIONS OF EMPOWERMENT

Robert W. Dotson and William A. Spencer, Auburn University

This study was an investigation into the relationship between teachers' perceptions of principal competence and the degree to which teachers themselves felt adequately empowered regarding decisions in the school. An empowerment scale was developed and validated through factor analysis using 691 teachers in 40 high schools. Then the scores on the empowerment scale were related to scores of principal ratings using a companion sample of teachers in the same high scales.

A canonical analysis of the multivariate relationships revealed that high ratings of principals competence were more strongly linked to feelings of adequate empowerment in some areas of decision making but not in decisions involving direct classroom matters such as choice of textbook, teaching method, or grading practices.

MANAGERIAL BEHAVIOR OF A FIRST-YEAR PRINCIPAL

Jack Blendinger, Mississippi State University, and Gail Snipes, Hattiesburg (MS) Public Schools

This qualitative case study examined the managerial behavior of a first-year elementary school principal in her actual job environment. Although many studies of principals have been conducted using indirect methods of investigations such as surveys that measure the characteristics of the persons in the position or assay their self perceptions, little field-based research focusing on task-performance behavior of principals, especially first-year principals, has been conducted. Data were collected during 18 hours of systematic observation of the principal at work in a school setting. The observational method is much more time consuming than self-report measures but often yields more accurate data. The *thick* descriptive information obtained was grouped into *themes* for purposes of analysis, interpretation, and reporting.

Findings indicated that the principal observed invested much time attempting to be a visible presence in the school through *managing by walking about*, and minimum time on desk-work tasks. Interruptions and unscheduled meetings were common occurrences, but she still managed to be *out* and *about* the school's buildings and grounds. Results of this study should benefit both practitioners and educators engaged in the preparation of principals.

9:00 a.m.-9:50 a.m. **PORTFOLIO ASSESSMENT (Discussion Session).....Logan Young Room**

PRESIDER: Barbara White, University of Southern Mississippi

PORTFOLIOS IN TEACHER EDUCATION: ISSUES AND POSSIBILITIES

Dave S. Knowlton, Rebecca S. Anderson, and Lisa DeMeulle, The University of Memphis

This study described the issues and possibilities associated with portfolios in teacher education. In employing an interpretative methodology, an open-ended questionnaire was mailed to 127 teacher educators asking them to describe their use of portfolios. Twenty-two questionnaires were returned representing 19 universities and 12 states. Follow-up telephone interviews were held with 15 respondents. The constant comparative method was used to analyze the data.

Four common themes across the data set were found: (1) the use of portfolios reflected a mindset of the preservice teacher as a reflective professional; in contrast to this idea of the preservice teacher as a professional, it was found that the majority of faculty still assumed responsibility for final evaluation of the portfolio; (2) faculty had experienced tensions between portfolio use and evaluation; (3) as a result of working with portfolios, both students and faculty had become clearer about the content, use, and importance of standards; and (4) there was wide variability among portfolio purpose, structure, use, and evaluation. These findings suggested that teacher educators need to be aware of the multiple issues and possibilities of using portfolios.

PORTFOLIO ASSESSMENT: A CONTEXT RESPONSIVE TOOL FOR EVALUATION

Linda K. Walker, George M. Thomas, and Jeanne Phillips,
Mississippi State University, Meridian

As educators struggle to provide authentic learning experiences and tasks that are relevant to and valued by children, assessment practices are being developed to meet those same criteria. These assessment practices must capture the essence of important facets of children's learning experiences in a format that links assessment to teaching and learning. Today's classrooms demand assessment practices that meet the needs of today's diverse learners, documenting students' learning and growth in an authentic context.

Portfolio assessment can serve as a context-responsive tool for teachers, supplying valuable information about what children actually know and can do. This information is indicative of a child's growth and progress documented in a variety of contexts, at points throughout the school year.

The philosophy that permeates portfolio assessments is one that respects both the process and product of learning as well as reflecting the diversity, literacy experiences, and character of the classrooms of today.

A SURVEY OF THE USE OF PORTFOLIOS IN SELECTED PUBLIC ELEMENTARY SCHOOLS

Lynda Frederick and Edward L. Shaw, Jr., University of South Alabama

The purpose of this study was to ascertain the use of portfolios in public elementary schools within Mobile County, Alabama. A 16-item questionnaire was developed by the researchers and administered to 12 elementary schools that were chosen to participate in the survey based on their location, SES of students, racial composition of the student population, and implementation of whole language instruction. Participants were asked to respond to questions that addressed the following areas of concern: (1) the use of portfolios for assessment of whole language instruction, (2) strengths, weaknesses, benefits, and barriers to implementation of portfolios, and (3) portfolios as a means of communicating student progress.

Participants felt that portfolios provided a clearer picture of student growth than traditional assessments. However, concerns about the amount of time needed for implementation far outweighed any perceived benefits of using portfolios. Results indicated that teachers received fewer than two training sessions for the use and implementation of portfolios. Results further suggested a diversity of opinion about the effectiveness of portfolios as a means of communicating student progress.

This study indicated that even though whole language instruction was widely used, more inservice training would be needed before teachers would embrace portfolios as a viable means of assessment.

9:00 a.m.-9:50 a.m. LEARNING STYLES (Discussion Session).....Lackey Room

PRESIDER W. C. Johnson, Mississippi State University

A COMPARATIVE ANALYSIS OF THE LEARNING STYLES OF NATIVE AMERICAN AND AFRICAN AMERICAN SECONDARY STUDENTS IN GRADES NINE THROUGH TWELVE

Jacqueline F. Nuby, University of Montevallo

The purpose of the study was to investigate differences in the learning style preferences of African American students as compared to Native American students in grades nine to twelve. Gender differences in learning style were also explored.

The Myers-Briggs Type Indicator was administered to 103 African American students and 175 Native American students. The Myers-Briggs Type Indicator classifies an individual into one of 16 personality types that is indicative of the person's learning style. To determine differences, chi-square calculations were computed. The criterion for significance was $p<.05$.

A comparison of the learning style preferences revealed significant differences in the preferences of African American and Native American students. Both African American males and females demonstrated a strong preference for the sensing and judging dimensions, whereas Native American males and females indicated a preference for intuition and perception. There were also definite differences in males and females in both populations about the degree of preference for the feeling or thinking dimension. Females indicated a much stronger preference for feeling in decision making as compared to males. From an analysis of the findings of this study, it appeared that culture was a major determinant of learning style.

AN OVERVIEW OF LEARNING STYLES OF AFRICAN AMERICAN STUDENTS IN THE TRADITIONAL CLASSROOM

Sonja Harrington, The University of Alabama

A growing concern exists in society about how to effectively improve academic achievement among African Americans. Studies indicate that a majority of African Americans exhibit the relational learning style in which they see life as a whole rather than in parts, use approximations as opposed to complete accuracy, tend to be drawn more toward people than objects, and communicate both verbally and nonverbally. When matching learning styles strategies with the learning styles of African American children, positive results exist. Thus, the purpose in understanding learning styles among the black culture is of extreme importance for educational improvements.

FIELD INDEPENDENCE/DEPENDENCE AND COGNITIVE ABILITY: INVESTIGATING THE CONNECTION

Susanne J. MacGuire, Glennelle Halpin, and Gerald Halpin, Auburn University

Cognitive style has been a key consideration in a variety of educational settings.

As originally envisioned by Witkin, this construct, which he labeled field independence/field dependence (FI/FD), is pervasive in a range of endeavors in perceptual, intellectual, personality, and social domains. Emphasizing the "how" and now the "how much," Witkin maintained that FI/FD is a bipolar dimension without value attached to one pole or the other. Although he and others have acknowledged only a small correlation between FI/FD and measures of cognitive ability, a number of researchers investigating a variety of issues relating to cognitive style have suggested that there is a larger cognitive ability component in FI/FD than was previously indicated. For studies in the domain of education, this is an important concern. Should researchers take the precaution of using cognitive ability as a covariate when investigating cognitive style? This review represents a survey of the literature on FI/FD with the aim being to provide guidance for educators on how to proceed when doing research and planning interventions employing field independence/field dependence. Results from the authors' ongoing research utilizing measures of FI/FD were discussed.

9:00 a.m.-9:50 a.m. LEARNING DISABILITIES (Discussion Session).....Thames Room

PRESIDER: Qaisar Sultana, Eastern Kentucky University

STUDENTS WITH LEARNING DISABILITIES AND ARITHMETIC STORY-PROBLEM - SOLVING STRATEGIES

Hollis James, Auburn University

The purpose of this study was to examine the use of arithmetic story-problem-solving strategies by six elementary-age students with learning disabilities. A case study approach described the ways in which these students talked about and implemented problem-solving strategies.

Four categories of strategy were identified from the data gathered: (1) strategy control, (2) strategy knowledge, (3) problem representation, and (4) strategy use. Qualitative data gathering included: (1) audio taped interviews with children, (2) written samples of problems solved by students, and (3) field notes documenting informal conversations with students' teachers and classroom observations.

Results suggested that students with disabilities demonstrated deficits in each category of strategy implementation. This was particularly true for the categories problem representation and strategy use. Implications for classroom practice were discussed and instructional approaches to correct strategy deficits were presented.

THE EXPLORATION OF SPELLING ERRORS PATTERNS OF SECOND- AND THIRD-GRADE STUDENTS WITH LANGUAGE LEARNING DISABILITIES

Angela Lewis, University of Montevallo

This study explored the link between the spelling errors of students with language learning disabilities (LLD) related to the teaching practices and beliefs of special education resource teachers, thus primarily focusing on the expansion of an earlier spelling study (Kamii, Long, Manning and Manning, 1990).

Because it was a qualitative study, writing samples were collected from 52 students in five settings. Analysis of spelling levels paralleled the results of the earlier study. Forty-six students were classified as level four, the alphabetic spelling level. Three students were classified as spelling level three, the consonantal level. Three students were classified as spelling level two, letter strings. Interviews with the special education resource teachers of these 52 students provided interesting insights.

Results varied according to each teacher's spelling beliefs and practices. Findings appeared to show that students with language learning disabilities, like normal populations, developed their own meaningful coherent spelling systems. Implications included the need for resource teachers and regular classroom teachers to become aware of individual spelling error patterns. Discussions considered the importance of using the knowledge of spelling patterns to guide instruction and extend the student's repertoire of spelling strategies.

9:00 a.m.-9:50 a.m. **READING (Discussion Session)..... Wilson Room**

PRESIDER Kathy Kramer Franklin, East Tennessee State University

A COMPARISON OF THE SING, SPELL, READ & WRITE PROGRAM AND THE TRADITIONAL APPROACH TO READING INSTRUCTION

Laura Bryan and James S. Turner, Mississippi State University

The purpose of this six-year ex post facto study was to compare the word study skills, word reading/reading vocabulary, reading comprehension, and total reading achievement of Choctaw Indian first- and second-grade classes that participated in the Sing, Spell, Read & Write program and Choctaw Indian first- and second-grade classes that had not participated in the program.

Subjects for the study included 84 intact first- and second-grade classes in six Choctaw Indian elementary schools. During the first four years of the study (1989-90 through 1992-93), no classes participated in the SSRW program. During the last two years of the study (1993-1994 and 1994-1995), all first- and second-grade classes participated in the program.

The data-gathering instrument used in this study was the Stanford Achievement Test. Class means were used as the units of study. Scaled scores from the first four years of the study were averaged to provide baseline data for comparison. Comparisons of the baseline data and data from the last two years of the study were made using eight one-way analyses of variance with a .05 level of significance. No statistically significant differences were found between the baseline group and the SSRW group.

THE RELATIONSHIP OF ACADEMIC AND RECREATIONAL READING ATTITUDES SCHOOL WIDE: A BEGINNING STUDY

Cynthia M Gettys, Frankie Fowler, and Richard Gruetzemacher,
University of Tennessee at Chattanooga

In 1990 McKenna and Kear placed the Elementary Reading Attitude Survey(ERAS) into the public domain to provide teachers and researchers with a validated tool to be used with confidence to estimate their students' academic and recreational attitude levels toward reading. This tool was designed to be easy to administer and score to encourage frequent use.

This study investigated differences in the reading attitudes of all students in grades 1-5 at a large urban school. Four hundred fifty subjects were given the 20-item ERAS twice, at the beginning and at the end of the second semester. A correlated t-test was used to determine statistical significance between and among groups.

Results indicated that the subjects began the study with positive attitudes toward reading in both the recreational and academic settings. Initial results indicated a decline in reading attitudes over the period of the study. Statistical analysis indicated that neither grade level nor gender had significant impact on these changes.

THE NEW BASAL READERS: WHAT LEVELS OF COMPREHENSION DO THEY PROMOTE?

Gregory P. Risner, Janice I. Nicholson, and Brenda Webb, University of North Alabama

Research concerning levels of comprehension emphasized in elementary basal readers reveals a preponderance of literal-level questions. However, basals published recently claim to emphasize higher-level comprehension.

The purpose of this study was to determine the levels of comprehension of story-related questions accompanying selected third-grade basals. Data were derived from 200 questions, 100 randomly selected from each of the two most widely used third-grade series in Alabama, California, and Texas combined. After obtaining an interrater agreement of .96, three raters classified independently 100 randomly selected items from each basal series according to three comprehension categories: literal, inferential, and evaluation. Collectively, 25 questions were judged as literal, 142 as inferential, and 33 as evaluation. A chi-square analysis indicated that the two series included significantly ($p < .001$) more above-literal level items (i.e., inferential and evaluation) than literal items.

In light of previous research on levels of comprehension generated by basal readers, these data revealed a surprising shift from lower-level comprehension questioning to questioning that evokes inferential and evaluative comprehension.

10:00 a.m.-10:50 a.m. PERCEPTIONS ABOUT MATHEMATICS (Discussion Session).....Logan Young Room

PRESIDER: Stella B. Wear, Delta State University

DIMENSIONS OF MATHEMATICS ANXIETY

Richard Kazelskis, University of Southern Mississippi

The factor structure of the items of three commonly used measures of mathematics anxiety was examined using a sample of 327 undergraduates enrolled in a required college algebra course. Six oblique factors were identified: Math Test Anxiety, Positive Affect Towards Mathematics, Numerical Anxiety, Negative Affect Towards Mathematics, Math Course Anxiety, and Worry.

In general, the factors tended to reflect dimensions found in the literature related to each measure. Of particular interest was the identification of the dimensions of positive and negative affect towards mathematics. These factors were defined in terms of items from Fenema and Sherman's Mathematics Anxiety Scale. The positive affect items included those items worded positively, such as "It wouldn't bother me to take more math courses" and "Math doesn't scare me at all," whereas the negative affect items were of a negative nature, such as "Mathematics makes me feel uncomfortable, restless, irritable, and impatient" and "I get a sinking feeling when I think of trying hard math problems."

The intercorrelations among the factor scores were subjected to a confirmatory factor analysis to see if the factors measured a common dimension. The results did not support the existence of a single common dimension of mathematics anxiety.

THE ROLE OF STATISTICS AND LIBRARY ANXIETY IN RESEARCH METHODOLOGY COURSES

Qun G. Jiao, Baruch College/CUNY, and Anthony J. Onwuegbuzie and Christine E. Daley, University of Central Arkansas

In recent years, most graduate students have been required to enroll in at least one research methodology course as part of their degree program. Unfortunately, in many cases, anxiety induced by these courses is so great that research has come to be regarded as a negative experience. These feelings of anxiety may stem from students' lack of statistical and methodological concepts, as well as deficits in library research skills. Thus, the purpose of this study was to investigate the role of statistics and library anxiety in research methodology courses, utilizing both the quantitative and qualitative paradigms.

Participants were 81 graduate students from various disciplines enrolled in four sections of an educational research methodology course. Data sources included anxiety scales, observations, students' reflexive journals, class notes, assignments, and examination forms. Findings revealed that both library and statistics anxiety were negatively related to achievement in research, with the components of each accounting for 16% and 14% of the variance, respectively. Although causation could not be inferred from these correlations, analyses of students' reflexive journals suggested strongly that both library and statistics anxiety were, indeed, debilitating for some students. Implications for the teaching of research methodology courses were discussed.

FACTORS THAT AFFECT STUDENT PERFORMANCE IN UNDERGRADUATE STATISTICS COURSES

J. Christopher Zimmer and Dana K. Fuller,
Middle Tennessee State University

This paper reviewed the literature on factors affecting students' performance in undergraduate statistics courses for the social sciences. Statistics anxiety, mathematics anxiety, and general anxiety have been linked to one's performance in statistics classes. Students' attitudes and aptitudes about statistics and mathematics also have been used to predict course performance.

As computers are integrated into classroom instruction, computer-related anxiety and aptitude of social science students must be taken into account. Computer experience reduces the anxiety of some students, but computerphobic students do not benefit from experience alone. Personal factors, such as gender and gender identity, have been linked to course performance. A person's gender has little direct influence on performance, but research has indicated that students with a masculine identity tended to perform better in statistics courses than students with a feminine identity. Other demographic characteristics such as age and ethnicity have not been clearly linked to course performance.

The statistical and mathematical aptitudes, attitudes, and anxieties of students have been investigated simultaneously. Additional research is needed to investigate students anxieties and attitudes about statistics, mathematics, and computers. Research that incorporates the three areas simultaneously may provide the best insight into students' performance in statistics courses.

10:00 a.m.-10:50 a.m. WRITING INSTRUCTION (Symposium).....Mason Room

ORGANIZER: Mick Gilhool, University of Southern Mississippi

A PILOT STUDY: WHAT IS THE EFFECT OF SEMANTIC MAPPING AND WRITING CONFERENCES ON STUDENTS' NONFICTION WRITING?

A Pilot Study: What is the Effect of Semantic Mapping and Writing Conferences on Students' Nonfiction Writing?

Mick Gilhool, University of Southern Mississippi

Is there a relationship between using semantic mapping and writing conferences to familiarize students with quality nonfiction writing and improvements in the students' nonfiction compositions? Nineteen third graders and 19 fourth graders in a small southern city received nonfiction writing instruction consisting of semantic mapping and writing conferences designed to encourage students to utilize quality nonfiction writing strategies in their nonfiction compositions.

Comparisons of the students' writing samples collected before and after nonfiction writing instruction indicated that the students' compositions became more lengthy and well-articulated after instruction. Writing conferences and semantic mapping may promote students' nonfiction writing ability. Future studies could inquire into the effectiveness of utilizing semantic mapping, writing conferences, and examples of quality nonfiction writing as a means of promoting students' capacities and inclinations to write effectively in the nonfiction genre.

The Influence of Instructional Strategies on the Nonfiction Writing Ability of Elementary Students

John L. Byer, University of Southern Mississippi

Using writing conferences and semantic mapping to make nonfiction writing techniques found in high-interest trade books understandable to elementary students may increase their capability and motivation to write effectively in nonfiction genre. The subjects were 19 third-grade students and 19 fourth-grade students. They received nonfiction writing instruction consisting of semantic mapping and writing conferences that encouraged students to emulate writing techniques and vocabulary present in excellent nonfiction writing. As nonfiction writing instruction continued, the subjects nonfiction manuscripts progressively increased in quality and quantity.

Modeling Writing Strategies Using Nonfiction Text for Elementary Students

Lavada J. Parmer and Mary E. Howe,
University of Southern Mississippi

Students who are introduced to quality nonfiction writing strategies exemplified in high-interest nonfiction trade books may emulate the nonfiction writing strategies and vocabulary they encounter in future nonfiction writing. Nineteen third-grade and 19 fourth-grade students received nonfiction writing instruction that included participant-observers modeling semantic mapping and utilizing writing conferences to promote the students' nonfiction writing capabilities.

According to analysis of writing samples taken before and after nonfiction writing instruction, the students' nonfiction compositions increased in length, detail, and quality after instruction. Further investigations could explore relationships between using semantic mapping and writing conferences to emphasize quality nonfiction writing and improvements in students' nonfiction manuscripts.

10:00 a.m.-10:50 a.m. SCIENCE AND MATH EDUCATION (Discussion Session)..... Thames Room

PRESIDER: Clifford A. Hofwolt, Vanderbilt University

A SURVEY OF THE USE OF SCIENCE MANIPULATIVES IN ELEMENTARY SCHOOLS

Edward L. Shaw, Jr., University of South Alabama, and
Mary M. Hatfield, Arizona State University

The purpose of this study was to identify the type and use of science manipulatives in elementary schools. A 29-item questionnaire was developed by the researchers and administered to K-6 range of elementary school teachers. The selected schools were chosen based on their location, SES of students, and racial composition of student population. Participants were asked to respond to questions dealing with the following areas: factors to be considered in using manipulatives, what science units require the use of manipulatives, and the type, availability, and percentage of use of science manipulatives in their classroom.

Participants felt that availability and teacher competency were important factors that must be considered when using manipulatives. Teachers reported manipulatives were important in at least seven science areas. Results indicated that most teachers were familiar with certain science manipulatives, and felt that they were available, but only used them 20% or less of the time in their classrooms. This study indicated that several specific factors and certain science units influenced their use of science manipulatives.

THE USE OF SCIENTIFIC CALCULATORS AND GRAPHING CALCULATORS VERSUS NO USE IN COLLEGE ALGEBRA

Ann C. Godfrey, The University of Alabama

The use of calculators in the algebra classroom has become the norm. Calculators help simplify many basic arithmetic operations. The affordability of hand-held calculators with the capabilities to graph functions, manipulate functions, compute matrices, and find roots have taken tedious algebraic operations and made them much simpler. The students now have a mini-computer in their hands.

Students were randomly selected from intact college algebra classes that used either scientific calculators, graphing calculators, or no calculators. A sample size of 150 students was used with 50 students in each of the three groups. The students' final semester grades were used as the scores. The instrumentation was the teacher-made tests that were given during the duration of the course. The data were analyzed using SAS. ANOVA was used to compare the three groups with a Tukey follow-up.

The results indicated a significant difference between not using calculators and using calculators in the algebra classroom. The results were used to determine if there was an advantage in using the graphing calculator over the scientific calculator.

A COMPARISON OF MATH AND SCIENCE TEACHERS USE OF GRAPHING CALCULATORS IN MISSISSIPPI SCHOOLS

Regina Halpin, Mississippi State University

With the current emphasis across the nation to use technology in the classroom, the use of graphing calculators for instructional purposes has been an important issue in the secondary schools. In 1995, the Mississippi Department of Education mandated the use of the graphing calculator on the state Algebra I test. As a result, many training sessions have been provided, and schools have become responsible for providing graphing calculators in the classrooms. What has been the response from the schools?

A survey was sent to the 264 principals of grades 7-12 schools in the state of Mississippi. A cover letter asked the principals to distribute the survey to each of their math and science teachers. The return rate from the schools was 52%. The purposes of the study were to describe the current status of the use of graphing calculators in the math and science classrooms and to determine if a relationship existed between the teachers' frequency of use of graphing calculators and the subject area they taught, the amount of years in teaching, and the teachers' reported level of expertise. Finally, a content analysis was used for summarizing the teachers' reported purposes for using graphing calculators as instructional tools.

10:00 a.m.-10:50 a.m. STATISTICS (Training Session).....Mobile Room

PUT THE CART BEFORE THE (PARAMETRIC) HORSE: A PRIMER ON CLASSIFICATION AND REGRESSION TREES

David T. Morse, Mississippi State University

Traditional inferential statistical techniques typically depend on strong assumptions about the nature of the data and the population(s) from which the data are taken. Yet, most researchers fail to check the viability of these assumptions or the generalizability of their findings. As a result, these methods may frequently be inappropriately applied or interpreted. Rather than praying for robustness, there is a simple, low-assumption family of techniques called classification and regression trees (CART) that have much to offer.

Well-suited for problems of group differences, discrimination, classification, or regression, CART methods offer considerable accuracy in identifying and estimating relevant costs and probabilities about the observed results without assumptions about the nature of the population(s) from which the data have been drawn. Conceptually, CART methods are easy to understand. Further, computer packages are available to make the computations easily accessible to the researcher.

This training session covered: (1) the rationale for CART methods and their advantages over traditional statistical methods, (2) examples from a variety of studies in which CART methods could be suitably applied, and (3) examples and discussion of popular computer packages for CART methods. Participants were expected to be be familiar with elementary statistical methods.

10:00 a.m.-10:50 a.m. COMPUTER EDUCATION (Discussion Session).....Lackey Room

PRESIDER: John D. Light, University of North Alabama

ACCESS, USE, AND SELF-REPORTED PROFICIENCY WITH COMPUTERS AND COMPUTER SERVICES BY TEACHERS AND TEACHER EDUCATION MAJORS AT A SELECTED UNIVERSITY

William F. Ferguson and Claiborne H. Ferguson,
University of Southern Mississippi

The purpose of the study was to determine the differences in self-reported access, utilization, and proficiency between undergraduate teacher education majors and master's-level graduate students by level (elementary and secondary). A 20-item survey instrument was administered to more than 65 teacher education majors at the junior-senior level and to more than 90 master's-level graduate students. Additional records were being secured, with anticipated numbers reaching 150 undergraduates and 120 master's-level students. Each of the 20 items was to have been tested by means of a t-test.

Based on preliminary analyses of the current data, statistically significant differences were expected on at least 10 of the survey items for the larger samples. Contrary to the day when computers were often used primarily for elementary students to play games when they had completed their lessons, computers have become a necessary tool for teachers as well as students. Research into the use of computers by practicing teachers and their levels of proficiency should provide valuable information to college faculty as they design and update computer courses for teacher education majors.

COMPUTER ANXIETY: MEASUREMENT AND IMPLICATIONS

Thomas W. Nix, The University of Alabama

A review of the literature was conducted to examine computer anxiety and determine how to measure it. Anxiety has often been associated with public speaking, math/statistics, and test taking. However, in the eighties, with the introduction of the personal computer into the classroom, computer anxiety has entered the lexicon of educators.

Lloyd and Gressard's Computer Anxiety Scale (CAS) has been the tool of choice for measuring computer anxiety. In a comparison of available measurement tools, the CAS was deemed to have the most desirable characteristics for measuring computer anxiety.

Numerous studies examined computer anxiety in the classroom and reported on the effects of age, gender, and computer experience. Generally, researchers have found that age does not effect computer anxiety; however, one study of older subjects indicated they had greater "liking" for computers but less confidence in their abilities. Most researchers agreed that gender has no effect on computer anxiety, especially when controlling for computer experience. Experience seems to be the most effective way of reducing computer anxiety, but the research indicated that the quality of experience has more impact than the quantity of experience.

A SURVEY OF INTERNET ACCESS AND USAGE IN A SELECTED SAMPLE OF NORTHEAST ALABAMA SCHOOLS, GRADES 6-8

Marsha A. Zenanko, Franklin L. King, and J. Gordon Nelson,
Jacksonville State University

The purposes of the study were: (1) to determine the status of Internet access and usage in selected rural schools of northeast Alabama, and (2) to contribute to an ongoing database that describes Internet access and usage in rural schools as a benchmark for future study. A 28-item survey of 18 selected rural schools in northeast Alabama measured Internet usage. One hundred seven teachers participated in the survey. The survey instrument measured usage across three major categories: resources, use of computers, and training. A descriptive analysis of the questions revealed limited technological resources, insufficient use of computers, and a need for further Internet training. Respondents identified significant barriers to Internet use. Recommendations included steps to improve Internet access and usage.

11:00 a.m.-11:50 a.m. RESEARCH METHODOLOGY (Training Session).....Logan Young Room

HOW TO SURVIVE A QUALITATIVE DISSERTATION

Kathy Kramer Franklin and Nancy O. Bartell,
East Tennessee State University

Qualitative methodologies are gaining in popularity for dissertation research. Because of the multifarious nature of qualitative research, there are many unique opportunities and challenges that differ from a quantitative dissertation. For example, reliability, validity, objectivity, and generalizability have different parameters for the qualitative researcher. The purpose of this session was to share with graduate students and their faculty advisors some of the trials and tribulations of a qualitative dissertation.

The intent of this session was to provide graduate students with a forum for sharing their experiences with qualitative research, voicing their concerns about their qualitative dissertation process, and brainstorming new qualitative research ideas. Whereas this session

was specifically targeted to graduate students, other qualitative researchers joined the session and shared their ideas and experiences.

The session began with a 20-minute introduction by the presenters, who discussed their experiences utilizing qualitative methodologies for dissertation research. The presenters were experienced in focus group methodology, personal interviewing, and research case studies. Following the introduction, participants shared in an informal discussion addressing individual concerns and experiences with qualitative research.

11:00 a.m.-11:50 a.m. TEACHERS' PERCEPTION OF TESTING (Discussion Session).....Mobile Room

PRESIDER: Linda K. Walker, Mississippi State University-Meridian

MISSISSIPPI READING TEACHERS' PERCEPTIONS TOWARD THE INTERPRETATION OF RESULTS FROM THE NORM-REFERENCED PORTION OF THE MISSISSIPPI ASSESSMENT SYSTEM

Mary E. Howe and Dana G. Thames,
University of Southern Mississippi

The study examined reading teachers' perceptions of the new Mississippi Assessment System (MAS) and its extent and impact on modifications to classroom instruction. A two-part questionnaire (Mississippi Assessment System Questionnaire) was developed to collect demographic data and teachers' perceptions. Participants were 200 members of the Mississippi Reading Association.

A series of one-way analyses of variance found differences ($p<.05$) among the variables of gender, years of experience, educational level, and professional affiliation. The results of this study were that teachers' perceptions empowered alternative measures that led to the promotion of the Mississippi Assessment System (MAS). Teachers stated that the assessments that comprised the MAS allowed them to identify students' weaknesses and overall academic strengths, thus enabling the selection of appropriate instructional practices. Also, teachers believed that the MAS was more beneficial and easier to interpret than previously administered standardized assessments, and, therefore, will prompt the ultimate changes in instructional strategies based on an analysis of assessment results.

A PILOT STUDY: TEACHERS' PERCEPTIONS TOWARD THE INTERPRETATION OF RESULTS FROM THE NEW NORM-REFERENCED PORTION OF THE SUBJECT AREA TESTING OF THE NEW MISSISSIPPI ASSESSMENT SYSTEM

Mary E. Howe and Dana G. Thames, University of Southern Mississippi, and Cynthia Ward and Paula Tharp, Mississippi Department of Education

This study investigated statewide test coordinators' perceptions of the new Subject Area Testing Program (SATP), which is a part of the Mississippi Assessment System (MAS) and its extent and impact on modifications to classroom instruction for Algebra I and U.S. History. A two-part questionnaire (Norm-Referenced Assessment District Coordinator Questionnaire), and interviews were developed to collect demographic data and coordinators' perceptions.Participants were 130 statewide test coordinators located throughout the state of Mississippi.

Data analysis in the form of a series of one-way analyses of variance found differences ($p>.05$) among the variables of gender, years as district coordinator, educational level, and administrative duties. The results of this study suggested that statewide test

coordinators' perceptions supported the new SATP as part of the new Mississippi Assessment System (MAS) and its ultimate impact on enhancing classroom instruction.

11:00 a.m.-11:50 a.m. COLLEGE STUDENTS
(Display Session)..... Sellers Auditorium (Rear Area)

A COLLABORATIVE PUBLICATION BY JUNIOR-LEVEL COMPOSITION STUDENTS

Sue S. Minchew, Mississippi State University

Students in a junior-level composition course at a southern university planned, wrote, and published an 83-page booklet designed to introduce southern American culture to international students. Having taught in the university's week-long International Teaching Assistant Workshop, the instructor perceived a need for such a publication, and the advanced composition accepted the challenge of providing it.

After much collaborative discussion of appropriate topics, the students began the arduous process of assimilating information from a variety of sources including books, journal, almanacs, newspapers, magazines, personal interviews, photo albums, university media relations, and their own experience and knowledge. Prior to publication, each essay underwent numerous revisions after being subjected to proofreading and content critiques by both students and the instructor. Additionally, students spent many hours finding or taking pictures to accompany the text, obtaining permission to use copyrighted photographs, and working on page layouts.

Replicas of pages of text and photographs, a description of the overall concept, funding sources, and stages in the publication process, as well as the booklet itself, were displayed. The session was intended to be of special interest to teachers of writing and English Methods.

APPLYING AN EDUCATIONAL MODEL FOR INTERNATIONALIZATION TO UNIVERSITY CURRICULA: A PROGRESS REPORT AND DISCUSSION

Paulette M. Popovich and Susan S. Hubbard, Auburn University

The emergence of a world community creates many challenges for educators at all levels of the educational system. Faculty at one land-grant university have developed a comprehensive international program to address these challenges and have begun to implement this plan for curricular internationalization. This plan, based on a theory from the field of international education, has the undergirding goal of educating each student to value and respect diverse perspectives and lifestyles. As "global citizens," these graduates will then be prepared to communicate more effectively and enjoy a higher quality of life in the community and the workplace.

The hierarchical framework upon which action plans are being implemented has four levels: creating an international environment, developing an internationalized faculty, constructing an internationalized curriculum, and ultimately, graduating internationalized students. The groundwork and vision that led to the plan, progress to date with specific examples of activities as they fit into the model, and future goals were presented as a model for other programs.

THE DEVELOPMENT OF AN INSTRUMENT TO BE USED IN PEER EVALUATIONS OF ORAL PRESENTATIONS WITHIN THE COLLEGE CLASSROOM

John Burling, Irene Staik, April Chambers, Cristy Friar, and
Melanie Burnett, University of Montevallo and The University
of Alabama at Birmingham

College graduates need excellent oral communication skills to prepare them for life after college. Opportunities for public speaking should be required across the college curriculum in various classes, and feedback from peers should be given in a simple and consistent way.

An easy-to-administer, Likert-format instrument that may be used by students to rate oral presentations given by their peers was developed and evaluated. This instrument has been used in several upper-level psychology classes with success since 1995. An analysis of the reactions of students indicated approval of this instrument and the need for college students to improve their oral presentation skills. The oral presenters summarized their peers' comments and suggestions, gave their reactions to the use of the instrument, and said that, even though they generally did not like to present orally, they saw their skills and confidence grow from class to class where oral presentation was a course requirement. Many students also indicated that they felt that there should have been a campus-wide focus on oral communication within the classroom to better prepare them for their careers.

The development of the instrument and a qualitative analysis of students' comments were presented for consideration by interested college faculty and administrators.

UNIVERSITY STUDENT ATHLETES' BRAIN HEMISPHERICITY, LEARNING STYLES, LATERALITY, AND STUDY-HALL AND COURSE-RELATED BEHAVIORS: A PILOT STUDY

Jimmy D. Lindsey, Roy L. Jacobs, and Chhanda Ghose, Southern University - Baton Rouge; Rangasamy Ramasamy, Florida Atlantic University; and Johan w. van der Jagt, Southern University - Baton Rouge

The purpose of this pilot study was to determine if university student athletes by general characteristics (e.g., gender, academic rank, sport, and so forth) have different brain hemispericity, learning styles, laterality, and study-hall and four course-related behaviors (e.g., note taking). The population for this pilot study was approximately 70 student athletes attending an athletic department study hall at an historically black university during the 1996 spring semester. Twenty-five (25) students athletes were asked to participate in this pilot study, and 17 participated by completing one or more of the research instruments. Between-subject designs (e.g., gender, academic rank, and sport) were used to conduct the study. Dependent variables included the subjects' Hemispheric Mode Indicator, Learning Style Inventory, and Productivity Environmental Preference Survey findings and selected responses on a four-part questionnaire. SPSS/PC+ 4.01 descriptive and inferential statistical procedures were used to analyze the data. Null hypotheses were tested at the .05 alpha level. Results indicated that the student athletes had different hemisphericity, learning styles, laterality, and selected study-hall and course-related behaviors. Specific findings, conclusions, limitations, and recommendations for future research were presented to conferees attending the display session.

11:00 a.m.-11:50 a.m. VALUES AND COUNSELING
(Discussion Session)..... Thames Room

PRESIDER: Frank Black, University of Tennessee at Martin

HOW WOULD TEENAGERS RESPOND?: RURAL EDUCATOR ESTIMATES ON SELECTED CORE VALUE STATEMENTS

Daniel Fasko, Jr., Je ıne Osborne, Deborah Grubb and Phyllis Oakes,
Morehead State University

Teen violence, crime, drug abuse, and unwed pregnancies are a concern to parents and educators. This research has been guided by a study by Phi Delta Kappa on core values, which was undertaken to determine if there are common values, such as honesty, civility, equality, freedom, and responsibility on which all people in the United States agree. This study was an attempt to determine what values adults believe teens hold.

A sample of rural educators was surveyed to provide their views to Phi Delta Kappa's (PDK) survey, "How Teenagers Respond," and their responses were compared to a national PDK sample. The local educator estimates of teenagers' responses were in congruence to educator estimates nationally. In general, educators in this region believed that teens subscribed to democratic ideals over authoritarianism, were susceptible to peer pressure, yearned for parental understanding, felt that their generation faces tough situations, and were unclear about what values their parents hold and the role honesty should play in real life. Implications for research and practice were discussed.

THE IMPACT OF SELECTED PSYCHOSOCIAL VARIABLES ON THE DEVELOPMENT OF SUCCESSFUL ADOLESCENT PREGNANCY PREVENTION PROGRAMS

Roberta E. Donahue and Susan Molstad, Northwestern State
University of Louisiana

Adolescent pregnancy results in devastating costs for the mother and child. There are increased risks for medical complications, and both suffer if the adolescent drops out of school. Effective intervention programs are desperately needed to reduce the prevalence of adolescent pregnancy.

The purpose of this review was to investigate the current status of research on selected psychosocial variables and adolescent pregnancy prevention programs. Even though a causal relationship has been difficult to establish between these variables and teen-age pregnancy, they cannot be ignored when designing and implementing pregnancy prevention programs. A model program should be broadly based and designed to enhance teenagers' self-esteem, internal locus of control, and self-efficacy. Education should also be provided to teach positive coping skills, such as stress management and substance abuse prevention. All aspects of the program should be culturally relevant.

PREDICTOR VARIABLES CONCERNING SMOKING TRENDS AMONG WOMEN AND GIRLS: A REVIEW OF LITERATURE

Catherine E. McMillan, Northwestern State
University of Louisiana

Smoking has been identified as the number one preventable cause of illness and death in the United States today. Smoking has long been associated with the development of lung cancer, emphysema, bronchitis, low birth weight babies, and heart disease.

Research has identified age, education and race as common predictor variables in smoking trends among women and girls. Current research indicates that the total percentage of women who smoke is declining. However, adolescent girls initiating smoking is on the increase. Women of child-bearing years are at particular risk for complications during

pregnancy because of smoking. Women with lower educational levels are more likely to smoke. Differences among racial groups has also been noted among women. Hispanic women are more likely to smoke than Chinese and Vietnamese while residing in the United States.

As the gender gap begins to close concerning smoking, it is anticipated that women will begin to experience similar morbidity and mortality rates to men in relation to smoking-related diseases and deaths. Utilizing these predictor variables allows health educators to plan effective programs for specific target populations.

11:00 a.m.-11:50 a.m. RESEARCH METHODOLOGY
(Discussion Session).....Mason Room

PRESIDER: Larry G. Daniel, University of Southern Mississippi

A LOGICAL CRITIQUE OF THE UTILITARIAN VALIDITY OF NULL HYPOTHESIS TESTING

Charles F. Rudder, The University of Alabama

This paper exposes an analytic error in current representations of the veridical relation between experimental hypotheses and empirical data. The formal relation between hypotheses and data is conventionally represented as "theory implies observation." Failures to reject null hypotheses are taken as logically identical to Karl Popper's deductively valid negation by *modus tollens* and deductively inconclusive rejections of null hypotheses as either evidences of verisimilitude or as inductive confirmations of experimental hypotheses.

This analysis, based on C.S. Peirce's logic of relatives, reveals that Popper's falsification must be logically interpreted as the falsification of an implication. This result falsifies the condition under which *modus tollens* is valid and is, therefore, not logically identical to negation by *modus tollens*. Hence, the conditions required for Popper's falsifiability are not met by the null hypothesis test as it is currently interpreted. The analysis further shows that, if Popper's logic is accepted as a valid elaboration of experimental logic, the formal relation between experimental hypotheses and empirical data is best represented as "observation implies theory," which requires a reinterpretation of the veridical significance of the null hypothesis test and permits a non-trivial deductively valid experimental verification of warranted treatments and intervention strategies.

THE PROPER USE OF TWO-PERIOD CROSSOVER DESIGNS WHEN PRACTICE EFFECTS ARE PRESENT

M. Suzanne Moody, Auburn University

In a two-period crossover design, counterbalancing does not remove carryover effects, but rather completely entangles them with treatments effects. Not only does this entanglement result in a loss of statistical power, but more importantly, it jeopardizes proper interpretation of results to the extent that the U.S. Food and Drug Administration has denounced its use in clinical research. The major arguments in the controversy surrounding the use of this repeated measures design were delineated, and warnings were made against misinterpreting certain cross-over design interactions as asymmetrical carryover effects. A case was made for the use of this design in educational research in which the carryover effects of practice were present. A procedure recommended by Keppel for the removal of practice effects was presented and justified via an educational example in which the procedure resulted in a decrease of the p-value from 0.044 to 0.008 and an increase in the effect size from 0.124 to 0.215. Discussion of these matters as related to the cross-over design controversy is lacking in the educational literature.

DEVELOPMENT AND PSYCHOMETRIC PROPERTIES OF THE JOB STRAIN SCALE FOR PUBLIC SCHOOL TEACHERS

Judy Giesen, The University of Alabama, and Judy Taylor,
The.University of Alabama at Birmingham

One of the major psychosocial factors associated with increasing disease risk is job strain. Work environments likely to produce feelings of job strain are those in which people perceive job demands coupled with limited decision latitude and personal support. The job strain model has been utilized in a variety of work settings. The two-fold purpose of this study was: (1) to develop a job strain scale to assess perceptions of job demand, decision latitude, and personal support in the public school environment, and (2) to provide evidence regarding internal consistency reliability and construct validity of the scale. This population was targeted for investigation because education continues to rank as one of the most stressful human service professions.

The 39-item job strain scale was completed by 601 elementary, middle, and high school teachers from five school districts in Alabama. Factor analysis identified three dimensions of job strain (job demand, decision latitude, and personal support), thus providing promising support for construct validity. Internal consistency estimates of the reliability for all three subscales varied between .40 and .77. Methodological issues were discussed, and suggestions for the use of this scale were given.

11:00 a.m.-11:50 a.m. REFLECTIVE THINKING (Symposium).....Lackey Room

ORGANIZER: Alexander B. Casareno, The University of Alabama

REFLECTING ON REFLECTION IN CONTEXT: THE VOICES OF TEACHERS ON THE PROMISE OF TEACHER REFLECTIVITY

Reflecting on Reflection in Context: The Voices of Teachers on the Promise of Teacher Reflectivity

Alexander B. Casareno, The University of Alabama

With the teacher research movement gaining popularity throughout the nation, reflection on teaching has been promoted as an indicator of successful teaching. Indeed, in order for one to be effective as a researcher and practitioner, some degree of reflection is necessary - reflection on self (i.e., self-assessment) and reflection on process and product (i.e. external assessment). To some, the notion of self assessment through reflection has been viewed as a necessary means of empowering teachers, or enhancing or improving the practice of teaching. This symposium reported on the results of a teacher reflectivity/teacher research group that met for the 1995-96 academic year to answer the general question: "Is teacher reflectivity empowering?" The specific purpose of this symposium was to further understand how reflectivity can allow one to become a better teacher. In order to shed light on this question, each participant considered questions of practical or theoretical concern related to the notion that through critical reflection one can improve as a teacher and, therefore, positively impact the learning experienced by students.

"Not Holding Any Grudges": Reflections on the [Un]-Empowering Context of Reflectivity

Alexander B. Casareno and David C. Thomas, The University of Alabama

Using the data collected from monthly reflection group meetings, teachers' writings, and semi-structured interviews, this paper discussed the results of case studies

critically reflecting upon their teaching. The results suggested that, while teacher reflectivity may be individually powerful, it can also be considered unempowering, depending on the context in which the reflection occurs.

The Purpose of Reflecting as a Teacher
Marsha Dale Campbell, Marshall County (AL) Schools

What do we mean by reflection? How do we practice reflection? How do we respond do it? What can self assessment through reflection tell us about our own practices and how children learn? Is external assessment desirable through reflection on teaching? This paper discussed the finding that taking the opportunity to reflect critically upon personal experience demonstrates that critical reflection can be very useful in teacher evaluation and self-assessment of teaching.

Coming to Know Our Students and Ourselves
Rhonda Chapman, Hale County (AL) Schools, and Kristy Khoury and
Mary Love Carlile, Tuscaloosa (AL) City Schools

What can reflection tell teachers about their students and their own learning? What do teachers working in isolated contexts gain from reflection? This paper discussed why critical reflection on teaching is necessary if teachers are to be successful in their goals, particularly when the teaching profession is so very isolating.

Renewing Ourselves Through Teacher Reflectivity
Carolyn McNutt, Tuscaloosa County (AL) Schools,
and Jean Gordon and Nancy Taylor,
Tuscaloosa (AL) City Schools

The theoretical and practical question that this paper addressed was: How does reflection empower individual teachers? While all teachers may experience times of negative feelings regarding their jobs, the process of engaging in teacher reflectivity can lead teachers to understand the options they have within and outside the classroom that can combat such feelings. Furthermore, by understanding their options, teachers can understand that their voices about teaching need to be heard if teaching is to gain status as a real "profession."

11:00 a.m.-11:50 a.m. ADMINISTRATION (Discussion Session).....Wilson Room

PRESIDER: Linda T. Coats, Mississippi State University

SPELLING PROFICIENCY OF EDUCATIONAL ADMINISTRATORS

Amanda Baxter and Jack Blendinger, Mississippi State University

Spelling errors by educational administrators in letters, memoranda, reports, and notes have had a detrimental effect on the way they are perceived by others, such as teachers and parents. Poor spelling by administrators has also affected the public image of professional educators in general. The primary purpose of this two-fold study was to investigate the perceptions of graduate students studying to be educational leaders toward their own spelling proficiency and the spelling proficiency of educational administrators with whom they have had contact. Fourteen

subjects participated in this case study. The subjects' spelling concerns were measured along several dimensions, including the use of word processing spell-check components, prefix and suffix difficulty, memorizing spelling rules, regular and irregular nouns, and incorrect word usage.

Chi-square statistical tests were conducted to determine whether the subjects responses differed significantly from expected frequencies. Findings indicated that word processing spell-check programs were helpful, but remembering spelling rules, irregular nouns, and misspelling words by confusing one word for another caused educational leaders difficulty.

SPELLING PROFICIENCY IN RELATION TO ADMINISTRATORS AND VOCATIONAL EDUCATORS

Linda F. Cornelious, Amanda Baxter, and Jack Blendinger,
Mississippi State University

Spelling errors by administrators and vocational educators in letters, memoranda, reports, and notes have had a detrimental effect on the way they are perceived by others. Poor spelling also has affected the public image of educators in general. The purpose of this two-fold study was to investigate the perceptions of educators toward their own spelling proficiency and the spelling proficiency of other educators with whom they have had contact. Data were obtained from a sample of over 200 administrators and vocational educators. Spelling concerns were measured along several dimensions, including using word processing spell-check components, prefix and suffix difficulty, memorizing spelling rules, regular and irregular nouns, and incorrect word usage.

Chi-square statistical tests were conducted to determine whether the subjects' responses differed significantly from expected frequencies. Findings indicated that word processing spell-check programs were helpful, but remembering spelling rules, irregular nouns, and misspelling words by confusing one word for another were viewed as problem areas.

DEVELOPING A SPELLING DEMON WORD LIST FOR EDUCATORS

Amanda Baxter, Jack Blendinger, and Linda F. Cornelious,
Mississippi State University

Spelling some words causes educators more than a little difficulty when filling out reports and writing handwritten notes. Unfortunately, spelling errors in handwritten notes have a detrimental effect on the way professional educators are perceived by others. Poor spelling by educators affects the profession's public image in general. The purpose of this study was to identify spelling demons (words that cause the most problems) that educators encounter when writing in field-based situations where aids such as word processing spell-checks and print dictionaries are not readily available. Over 200 professional educators participated in an emerging qualitative research technique called "winnowing" that was specifically developed for this project.

The project resulted in identifying a list of 50 words considered to be troublesome for educators to spell when writing notes or completing forms. The spelling demons and the process used to identify them were shared with session participants.

12:00 Noon-12:50 p.m. LEADERSHIP (Discussion Session).....Mason Room

PRESIDER: Randall Parker, Louisiana Tech

INTERPERSONAL BEHAVIOR: AN INDICATOR OF LEADERSHIP EFFECTIVENESS

Linda T. Coats and Ned B. Lovell, Mississippi State University

Researchers have reported that academic department chairpersons are vital to the success of colleges and universities. However, many academic department chairpersons enter this position with little or no leadership training. The purpose of this study was to identify the relationship between department chairpersons' interpersonal behavior and their perceived leadership effectiveness.

The participants were department chairpersons and full-time faculty members from 15 of the 17 public and private community colleges in Mississippi. The Departmental Evaluation of Chairperson Activities for Development (DECAD) instrument was used to determine the chairpersons' perceived leadership effectiveness, and Element B was used to assess the chairpersons' interpersonal behavioral characteristics. The data collected were analyzed using crosstabs, multivariate analyses (MANOVA), and t-tests. The results of one-way MANOVAs and independent t-tests indicated that there were significant differences in the dependent variables of received inclusion, perceived inclusion, and wanted inclusion interpersonal behavioral characteristics of the ineffective and effective chairs.

These findings suggested that the effective department chairpersons possessed a need to maintain and establish interaction with others. This information may be used to develop or enhance leadership training programs for department chairpersons.

VIEWS OF INSTRUCTIONAL SUPERVISION: WHAT DO THE TEXTBOOKS SAY?

Barbara White and Larry G. Daniel, University of Southern Mississippi

A number of theories have been developed for explaining the process of instructional supervision, with most theories based either on performance evaluation or clinical supervision principles. The purpose of the present study was to determine the degree to which these various theories are represented in contemporary textbooks.

Twelve educational supervision textbooks were examined using a list of key words and concepts derived from several different supervisory theories. Although most of the textbooks mentioned a variety of theoretical points of view, a dominant theory was evident in each. Results indicated that theoretical orientations consistent with evaluation-based theories were found in seven of the textbooks, while the more clinically-oriented theories were dominant in the other five. Key quotations and examples were cited to illustrate the various authors' theoretical orientations.

Although professional development of educational administrators has been based on a number of factors, textbooks have remained one of several primary media for determining instructional content. The study's results indicated that the selected textbooks were approximately evenly split in their theoretical orientations across the two groupings of supervisory theories. Hence, it was likely that supervisory practice at large will continue to be affected by varied theoretical orientations.

12:00 Noon-12:50 p.m. EDUCATIONAL REFORM
(Training Session).....Wilson Room

TECH PREP: MISSISSIPPI'S NEW INITIATIVE - WHAT PROSPECTIVE TEACHERS NEED TO KNOW

W. C. Johnson, Mississippi State University

The state of Mississippi is under a legislative mandate to initiate Tech Prep programs in every school district. Start-up funding has been provided for "A Sites" (15 pilot sites) and"B Sites" (the remainder of the funded sites).

The Mississippi model is different from those in other states in that it uses the following three-cluster approach: (1) Career Discovery - the seventh-grade cluster, (2) Computer Discovery - the eighth-grade cluster, and (3) Technology Discovery - the ninth-grade cluster. Teacher education majors need to develop those practices and habits of thinking that will enable them to manage enriched learning environments that do not fit the traditional mold.

Objectives covered included: (1) introducing the structure of the Mississippi Tech Prep model, (2) identifying and practicing Tech Prep learning activities, (3) matching teaching strategies to learning activities, and (4) demonstrating the integrated planning process.

Prospective teachers and teacher educators were expected to find this training helpful as a planning tool and as a preservice/inservice addition to the preparation of professionals who will be of value as the state moves toward full implementation of Tech Prep.

12:00 Noon-12:50 p.m. EXCEPTIONAL EDUCATION
(Discussion Session).....Mobile Room

PRESIDER: Becky Lynchard, Mississippi State University

THE EFFECTS OF A SPECIAL EDUCATION TEACHER'S INTERVENTION MODEL ON SELECTIVE SIXTH-GRADE INCLUSION STUDENTS' IN-SCHOOL AND OUT-OF-SCHOOL ASSIGNMENTS

Kelli Gerwig and Patrick Kariuki, Milligan College

The purpose of the study was to emphasize the importance of a special educator's role in applying an intervention model to encourage mildly disabled students' accountability for and completion of assignments within the general education setting. A related purpose was to identify the relationship of final grades to students' completion of in-school and out-of-school assignments. A relationship of absences on students' in-school and out-of-school assignments was also examined.

The data for this study were collected through the use of the Special Education Teacher's Intervention Model and data collection instruments developed by the researcher, final report cards, and attendance records. Data were analyzed using measures of central tendency and measures of dispersion, t-tests for dependent (correlated) means, Pearson product-moment correlations, and analysis of variance.

Results indicated that there was a significant relationship between completed in-school and out-of-school assignments and the overall academic achievement, and a significant relationship in students' absences and their overall academic achievement. There was also a significant difference between completed assignments and students' overall achievement. Similarly, a significant difference between student absences and their overall academic achievement was indicated.

INCLUSION: WHO WINS? WHO LOSES?

Otis K. LoVette, Northeast Louisiana University

"Inclusion" of special education students in "regular" classrooms on a full-time basis has been a hot topic in public schools for several years. Is the concept and the resulting programs that are being implemented in schools productive for students? Are there "winners" and "losers" in such implementation? This position paper presented the perspectives related to

inclusion of a former superintendent, who is presently serving at the university level preparing school administrators. The commentary and positions presented were based on a review of recent literature, comments from special education teachers, and personal observations.

Even though the review of literature revealed strong support for the concept of inclusion by numerous writers/researchers, others expressed strong reservations about both the concept and the implementation of such programs. The writer examined the interpretation of the law relating to "inclusion" and also presented a summary/portrayal of the potential impact of the inclusion of disabled students (not necessarily disruptive) on regular classrooms. This impact was considered for the following entities: District, "Regular" Teacher, Special Education Teacher, "Regular" Student, and Special Education Student.

SELF-CONCEPT IN SPECIAL NEEDS STUDENTS IN HOMOGENEOUS AND HETEROGENEOUS SEVENTH- AND EIGHTH-GRADE GROUPINGS

Ken Greene and Patrick Kariuki, Milligan College

The purpose of this study was to determine the relationship between homogeneous and heterogeneous grouping with self-concept. A related purpose was to determine if other environmental factors (parental support and teacher support) had an effect on self-concept.

The Self Appraisal Scale developed for The City University of New York was administered as a pretest and posttest. Direct observations of teachers, homogeneous groups, and heterogeneous groups were conducted, as well as student interviews and sociograms. Data were analyzed using measures of central tendency and measures of dispersion, t-tests for dependent (correlated) means, t-tests for independent means, and Pearson product-moment correlations.

Results indicated that there was no significant difference between self-concept and homogeneous and heterogeneous grouping. There was a very strong relationship between homogeneous and heterogeneous grouping and teacher attitude. This showed that the attitude that teachers took towards groups of students had a direct relationship on self-concept.

12:00 Noon-12:50 p.m. ADULT EDUCATION (Discussion Session)..... Logan Young Room

PRESIDER: Marion Dana, University of Southern Mississippi

PREDICTIVE DIFFERENCES AMONG FOUR GED PRACTICE TESTS

Warren Herring, Calhoun Community College, and
Russell C. Wilson, Auburn University

Over 80% of prison inmates have not completed high school, and fewer than 10% can pass a standardized 12.0 grade-level achievement test. Thus, preparation for the GED test has become a major part of the educational programs of long-term correctional facilities.

GED testing before one is adequately prepared is costly both to the institution and to the student's sense of success. However, field experience has suggested that the four forms of the Official GED Practice Tests (AA, BB, CC, and DD) are of varied accuracy in predicting readiness to succeed on the GED test. This study related the scores of 177 inmates on the four GED practice forms to their success on the GED test.

Forms AA and BB were found to be significantly ($2p > .05$) related with each other but not to GED test success. Forms CC and DD were significantly related to each other and to the GED test success. Forms CC and DD were deemed more accurate than forms AA and BB for predicting GED test success.

MEDIATED LEARNING INTERACTIONS IN ADULT BASIC EDUCATION PROGRAMS: AN ANALYSIS OF INSTRUCTORS' RESPONSES TO STUDENTS' NEEDS

Nancy Ares and Jeffrey Gorrell, Auburn University

Explored were adult educators' interactions with their students from the perspective of Feuerstein's Mediated Learning Experience theory. Fifty-three educators working in adult basic education programs were presented scenarios depicting adults experiencing learning difficulties. The situations highlighted four of Feuerstein's five criteria for mediated learning interactions (intentionality, meaning, transcendence, and task regulation). In each situation, participants selected the solution they would normally offer students from five choices that represented a range of teacher behaviors from highly directing to highly mediating, and they indicated how they would promote feelings of competency.

Log linear analysis indicated that a fully-saturated model best described the pattern of responses. Inspection of significant lambdas revealed that in situations representing a task-specific strategy focus (task regulation and meaning) in learning interactions, educators tended toward highly mediating responses. Situations representing broader-focus objectives (intentionality and transcendence) resulted in a bimodal distribution of choices, split between highly directing and highly mediating. In general, adult educators adjusted their levels of mediation to the types of learning situations they confronted, rather than consistently staying with one orientation. Teachers also tended to be general in their praise, rather than specific about successful strategy use.

PERCEPTIONS OF THINKING STYLES AND GROUP ENVIRONMENT AMONG ADULTS

Sharon L. Yarbough, The University of Tennessee

Relationships within the organization influence the performance and development of individuals. How the individual thinks and performs has the potential to influence the organizational environment and, conversely, how the organizational environment is perceived influences the individual.

The purpose of this study was to explore the relationship between thinking styles and perceptions of the group environment in an organizational context. A secondary purpose was to determine whether differences existed between actual group environment and preferred group environment.

The sample selected for the study consisted of 355 employees from a major medical center. A paired t-test was used to determine whether significant differences existed between the subscale scores of the actual group environment scale and the subscale scores of the preferred group environment scale.

The findings indicated that the participants had a strong preference for a different group environment than the one in which they were currently working. Discrepancies between the actual and preferred group climate clearly reflected morale problems and specific areas of dissatisfaction. Recommendations for research and practice were gleaned from the findings of this study.

12:00 Noon-12:50 p.m. EVALUATION (Symposium).....Lackey Room

ORGANIZER: James E. McLean, The University of Alabama at Birmingham

EVALUATION OF THE ALABAMA DIRECT ASSESSMENT OF WRITING PROGRAM

A Statewide Writing Assessment

Gloria A. Turner and Ann M. Moody,
Alabama State Department of Education

A Literature-Based Framework for Direct Writing Assessments

James E. McLean and Roy Heath, The University of Alabama at Birmingham

Psychometric Properties of the Alabama Direct Assessment of Writing

Scott W. Snyder and James M. Ernest, The University of Alabama at Birmingham

Teachers' Perceptions of the Alabama Direct Assessment of Writing

James E. McLean and Gypsy A. Abbott, The University of Alabama at Birmingham

This symposium described the evaluation of the Alabama Direct Assessment of Writing Program (ADAWP). The ADAWP was developed to assess students' ability to write expressively, focusing on the communication value inherent in students' work, and not solely on the students' knowledge of writing rules. The evaluation was designed to: (1) provide a literature-based framework for evaluating large-scale direct writing assessments and the impacts of such assessments on curriculum, (2) determine the psychometric properties of the assessment program as it was implemented in grades five and seven from 1992 through 1995, and (3) obtain the perception of writing teachers' views of the assessment program using both qualitative and quantitative methods with an emphasis on determining the factors that mediate perceived efficacy and the relationship between such perceptions and school-level outcomes.

This symposium presented four primary features of the study. The first presentation (**A Statewide Writing Assessment**) introduced the ADAWP and provided an overview of the study from a statewide perspective. The second paper (**A Literature-Based Framework for Direct Writing Assessments**) presented an overview of the literature of large scale writing assessments, concentrating on the rationale for using --and the effectiveness of-- national writing assessments. The third paper (**Psychometric Properties of the Alabama Direct Assessment of Writing**) presented a summary of the psychometric properties of the assessment with specific emphases on inter-rater reliability, performance variances associated with type of writing and grade, and longitudinal change within student between grades five and seven. The final paper (**Teachers' Perceptions of the Alabama Direct Assessment of Writing**) was a presentation of the results of interviews and surveys of teachers to discern perceptions of program impact and factors relative to its effectiveness.

Writing samples were scored for all eligible fifth- and seventh-grade students in Alabama public schools. This resulted in sample sizes of approximately 50,000 in each grade level for each year of the assessment. Multiple-rater data available for grade five suggested adequate inter-rater reliabilities (non-significant within-subjects effects for rater, mean discrepancies of less than 1/2 point on rubrics of four or six levels, and inter-rater reliabilities of approximately .68). Significant cross-sectional and longitudinal effects were found for type of writing (narrative, descriptive, expository, and persuasive) and cohort. A number of significant interactions were evident as well.

Interviews with 49 teachers (grades five or seven), from schools purposefully selected based on their school's performance, and surveys from 50 teachers provided considerable information. Most notable was the finding that teachers reported that the existence of the annual state-wide writing assessment had prompted teachers to provide more hands-on writing experiences for students in fifth and seventh grades. The survey data also revealed that teachers' attitudes accounted for 49% of the mean school variance on the Alabama Direct Assessment of Writing.

12:00 Noon-12:50 p.m. TEACHER EDUCATION (Discussion Session).....Thames Room

PRESIDER: Jeanne Phillips, Mississippi State University-Meridian

TELEVISION, RADIO, AND PRINT SOURCES OF INFORMATION UTILIZED BY TEACHERS AND TEACHER EDUCATION MAJORS

William F. Ferguson and Claiborne H. Ferguson,
University of Southern Mississippi

The purpose of the study was to determine the differences in self-reported informational sources between teacher education majors and master's-level graduate students by degree sought (baccalaureate or master's), by gender, and by level (elementary or secondary). A survey instrument was administered to 68 education majors and to 93 master's-level graduate students. Additional records were secured, and anticipated numbers reached 150 undergraduates and 120 master's-level students. Each of the 20 items was tested by means of MANOVA.

Informational sources listed on the survey included selected radio talk shows, newspapers, educational journals, major network news programs, cable news channels, books by current authors, and various television entertainment programs that attract large segments of the 18 to 45-year-old viewers. Knowledge of the primary informational sources utilized by each of the groups (and sub-groups) should be of value to education faculty as they interact verbally with these students and as they attempt to choose examples within the students' frames of reference to illustrate and/or reinforce concepts.

USING THE INTERNET: PRESERVICE TEACHER EXPERIENCES

Cynthia Szymanski Sunal, and Dennis W. Sunal, The University of Alabama, and Judy Britt, Huntsville (AL) Schools.

This presentation described how preservice teachers utilized Internet resources in an interdisciplinary curriculum unit during their participation in an elementary methods block of classes prior to student teaching. Implications for elementary teacher education programs were discussed.

Preservice teachers (n=114) wrote and implemented the unit after participating in an Internet workshop and being required to use the Internet as a resource in the unit. Three surveys collected data regarding Internet access, computer background, and difficulties encountered. Lesson plans from the unit were content analyzed to determine the level(s) of usage of the Internet.

Eighty-five percent used the Internet as background information for themselves. Forty-five percent printed off material and involved students in the direct use of it. Most usage was confined to teachers for their own background information. As student involvement rose, from student background information to materials actively used by students to student usage of the Internet, the amount of usage dropped.

More personal familiarity with the Internet and skills in navigating it seem to be needed. Conceptualization of how Internet materials might be used in the classroom takes time and experience. Teacher education programs need to find ways to help preservice teachers with such conceptualization.

THE IMPACT OF ONLINE COMPUTER TECHNOLOGY ON TEACHING AND LEARNING: THE ATTITUDES AND IDEAS OF EDUCATORS IN THE FIELD

David A. Heflich, The University of Alabama

Constructivist teaching has become a dominant theme in educational literature in response to the positivist model of education that is prevalent in schools. It is generally acknowledged that in order for K-12 education to become more constructivist there must be a qualitative change in teaching practice from more didactic to self-directed student learning. Research on the use of online technology as computer mediated communication suggests that it encourages teachers to become more committed to individualized instruction and small group work, which are both elements of self-directed student learning.

This study investigated the attitudes and practices of educators who were participants in online educational discussion groups. Teachers from two different groups of schools were identified: (1) those whose worked in an environment in which the use of online technology was thoroughly infused in all aspects of the curriculum, and (2) those for whom there was little support for their use of online technology in their classroom. Online interviews were conducted with them to determine if those who used online technology as an integral part of the school curriculum were more likely to exhibit the attitudes and behaviors of constructivist teachers than those who did not.

1:00 p.m.-1:50 p.m. APPLIED ACADEMICS (Training Session)..... Wilson Room

TECH PREP/APPLIED ACADEMICS: PREPARING STUDENTS FOR THE 21ST CENTURY

Linda F. Cornelious, Mississippi State University, and Glenda A. Gunter,
Troy State University at Dothan

Across the United States, reform efforts have been made to better prepare students for the workplace of the twenty-first century. The workplace demands a labor force that possesses not only advanced technical skills, but strong academic and interpersonal skills. Tech Prep has become a reality in the nation's schools, and is an initiative that can fulfill America's need to produce a highly skilled work force for the next century.

Work force training and the preparation of personnel with teaching and work-skill competence has traditionally been the domain of vocational-technical teacher educators. However, the goal of Tech Prep is to help academic and vocational teachers work together to prepare students to be highly trained, highly qualified members of the work force through its emphasis on contextual learning that combines knowledge with doing.

Vocational teachers and academic teachers must work together to ensure the integration of professional-technical education and academic curricula with an applied academic emphasis. This training session described teacher education strategies for implementing Applied Academics into vocational education programs. Teaching techniques that stressed cooperative learning and other methods that simulated competencies into core curriculum and vocational areas were included.

1:00 p.m.-1:50 p.m. ACHIEVEMENT (Discussion Session)..... Mobile Room

PRESIDER: Daniel Fasko, Jr., Morehead State University

A STUDY OF THE RELATIONSHIP BETWEEN STUDENT ACHIEVEMENT AND PARTICIPATION IN THE POSITIVE ATTITUDES IN TENNESSEE SCHOOLS PROGRAM

E. Dean Butler, Ernest A. Rakow, Gordon E. Kenney, and
Jeanine H. Rakow, The University of Memphis

Early review of school-effectiveness studies stated that the processes, press, and atmospheres of schools and classrooms were highly related to variations in student achievement (Madaus, Airaisian, and Kelleghan, 1980). It has also been acknowledged that school policies and practices may actually foster student disengagement and withdrawal from the learning process. One goal of the state of Tennessee's school improvement program, Positive Attitudes in Tennessee Schools (PATS), is to build school capacities for transforming school learning environments through the collection and reporting of school climate information. Participation in school improvement programs is generally thought to positively impact student achievement.

Tennessee has also implemented an evaluation program, Tennessee Value Added Assessment System (TVAAS), in which student achievement gain scores are used in conjunction with other evaluative information to determine school/teacher performance. This paper reported regression analysis used to study the relationship between participation in the PATS program and TVAAS school-level scores. Results were expected to reveal significant relationships between student achievement for those schools actively participating in this school restructuring program.

WHY KIDS DON'T LIKE SCHOOL: RESULTS OF A SCHOOL CLIMATE SURVEY

Malenna A. Sumrall, The University of Alabama, and Cheryl Deaton,
Montgomery County (AL) Schools

A school climate survey was administered to 19,618 students, parents, and staff in the Montgomery County (AL) School System at all grade levels. Although the survey items varied according to the group being surveyed, one item concerning whether or not students liked school was common to all surveys. The relationship of this item to other items on the survey provided interesting clues and insights. Of particular interest were those students who indicated that they did not like coming to school. This study identified the results and implications of the analysis of the survey data.

PARTICIPATION OF HIGH SCHOOL SENIORS IN EXTRACURRICULAR ACTIVITIES AND THE RELATIONSHIP TO ACADEMIC ACHIEVEMENT AND ATTENDANCE

Lyle Ailshie and Greeneville (TN) City Schools, and Russell West,
East Tennessee State University

The purpose of this study was to determine if there was a relationship between participation in extracurricular activities, school attendance, and student academic achievement among high school seniors, and whether this relationship varied by gender, school size, or socioeconomic status.

A total of 575 seniors from 13 high schools in East Tennessee participated. This represented nearly 100% of the targeted sample. On the Extracurricular Activities Survey, students identified the type, time frame, and amount of time spent in extracurricular activities, in addition to providing demographic information. This survey was administered by the building principals. Schools were classified into three size classifications. Bivariate correlations and multiple regression were used to identify relationships between independent variables and the outcome variables, academic achievement and attendance.

Results indicated a positive relationship between participation in extracurricular activities and both school attendance and academic achievement. The amount spent in work-related activities was inversely related to attendance and achievement. These relationships varied by size of school, with the maximum amount of participation occurring in "Double A" high schools or those of moderate size. The findings have significant implications for the design of student activity programs.

1:00 p.m.-1:50 p.m. MATHEMATICS (Discussion Session)..... Thames Room

PRESIDER: Marion S. Briney, The University of Alabama

MATHEMATICS TEACHERS' BELIEFS ABOUT USING THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS STANDARDS AND THE RELATIONSHIP OF THESE BELIEFS TO STUDENTS' ANXIETY TOWARD MATHEMATICS

Joseph Furner, Florida Atlantic University

The purpose of this study was to examine whether math teachers' beliefs about the NCTM Standards affected their students' levels of mathematics anxiety. The Standards' Beliefs Instrument (Zollman & Mason, 1992) was administered to a sample of 41 seventh- and eighth-grade mathematics teachers in both the Tuscaloosa City and County Schools, Alabama, and The Abbreviated Version of the Mathematics Anxiety Rating Scale (Alexander & Martray, 1989) was administered to each of the 41 teachers' students (N = 772) after six months of instruction by their math teacher. Five students were selected to take part in a qualitative component of this study. Each of the five students was interviewed on three separate occasions for 10 minutes over a six-month period of time. Each student shared feelings, attitudes, and experiences with mathematics.

Results indicated that there was no correlation (-0.13812) between teachers' beliefs about the NCTM Standards and the level of mathematics anxiety of their students. There was no significant difference in anxiety level between grade level. However, there was a significant difference between gender and grade. Eighth-grade females showed a significantly higher level of anxiety on the MARS (61.48) as compared with eighth-grade males (55.45). The study also showed that there was no statistical difference on the Standards' Beliefs Instrument (SBI) between teachers teaching less than five years with those teachers teaching five years or more.

The study suggested the need for varied forms of assessment in mathematics classes to possibly alleviate test/math anxiety. Also, math teachers need to provide systematic desensitization for their students who possess math anxiety. Math teachers need to be aware of gender equity issues while teaching mathematics. It is important that teachers have the same expectations and opportunities for females and males equally in order to ensure that females do not have significantly higher levels of math anxiety. Much research also supports the notion that the implementation of the NCTM Standards will aid extensively in the prevention of math anxiety.

GENDER DIFFERENCES OF GIFTED AND TALENTED STUDENTS ON MATHEMATICS PERFORMANCE

Hae-Seong Park and Scott M. Norton, Louisiana Department of Education

The purpose of this study was to examine gender differences in middle school mathematics performance for gifted and talented students. The study utilized data from a sample of 2,181 gifted and talented seventh-grade students who participated in the Louisiana Educational Assessment Program (LEAP) in the 1995-1996 school year. The independent variables were gender, ethnicity, and socioeconomic status (SES). Mathematics performance as the dependent variable was measured through nine dimensions: (1) numeration, (2) whole number operations, (3) fraction operations, (4) decimal numbers and operations, (5) percent, ratio, and proportion, (6) measurement, (7) geometry, (8) graphs, probability, and statistics, and (9) pre-algebra.

MANOVA was employed to examine the relationship between the independent variables and mathematics performance. ANOVA was employed for each dimension of mathematics to determine the association between the independent variables and each dimension. The result of the MANOVA showed that all independent variables have significant relationships with mathematics performance. The ANOVA results showed that ethnicity and SES differences

were found in all dimensions. However, the gender difference was found only in two dimensions: whole number operations and fraction operations. In these two subskill areas, girls outperformed boys. Based on a comparison with a preliminary analysis, some policy implications were discussed.

THE ATTITUDES TOWARD MATHEMATICS INSTRUMENT

Martha T. Tapia, The University of Alabama

The purposes of this study were to develop an instrument to measure students' attitudes toward mathematics (ATMI) and to find the underlying dimensions that comprise the ATMI. The sample consisted of 544 students taking mathematics at the American High School in Mexico City. Data were collected from intact classes representing all grade levels and levels of mathematics. The instrument consists of 49 items. Students were asked to indicate their degree of agreement with each statement using a Likert-type scale from one to five, from strongly disagree to strongly agree.

The resulting data showed that the alpha reliability coefficient for the whole instrument was .96. Then, after dropping the nine weakest items, the reliability increased to .97. A principal components factor analysis with a varimax (orthogonal) rotation revealed the following four factors: (1) student's sense of security, (2) value of mathematics, (3) motivation, and (4) enjoyment of mathematics. The ATMI psychometric analysis revealed sound properties and, therefore, can be used by researchers and practitioners to measure students' attitudes toward mathematics.

1:00 p.m.-1:50 p.m. **STUDENT VIOLENCE AND CONFLICT (Training)..... Mason Room**

A STUDY OF GANGS IN RURAL COMMUNITIES IN THE SOUTHEAST

Roben W. Smith, Dawn M. Wilson, and Eloise Philpot, Mississippi State University

Violence in schools has reached epidemic proportions. Violent acts, guns on campuses, and student associations with gangs are plaguing schools. This study investigated the growing number of students becoming involved in gang activity in rural towns in the southeast. The researchers traveled with local police departments, dialogued with FBI investigators, visited crack houses, and interviewed children incarcerated for crimes committed while they were gang members. Community members and parents were interviewed about gang graffiti found in their towns, gang membership by some town residents, and local children's participation in gangs.

The objective of this training session was to address the gang issue for today's educator. The session included an overview slide presentation, a scrapbook including the history of gangs, interviews, dress, colors, names, music and actual student gang writings, drawings, and photographs. Participants learned how to identify gang activity and work closely with local police departments, governmental agencies and parents to establish a community awareness.

Attendants learned specific tools and methods to proactively deal with gangs, and received working practices and policies for immediate implementation to deter gang involvement in their schools.

1:00 p.m.-1:50 p.m. **CURRICULUM (Discussion Session).....Logan Young Room**

PRESIDER: Frances K. Kochan, Auburn University

A COMPARISON OF HIGH SCHOOL STUDENTS' PERCEPTIONS TOWARD PHYSICAL ACTIVITY AT THREE SELECTED HIGH SCHOOLS

Wang Ho Yip, Pamela Kirk, and E. C. O'Neal, Mississippi State University

The purpose of this study was to compare the perceptions on physical activity among high school students from selected high schools with varied curricular designs. One of the selected schools had an established physical education program, and another had no program. The sample included 114 males and 142 females who were members of intact groups in grades 9-12 in three selected schools. The Mowatt, De Pauw and Hulac's Physical Inventory was used to assess the students' perceptions. A one-way ANOVA with Scheffe test post hoc was used to treat the data.

The following results were found: (1) the control group was significantly greater than the emerging program or the established program on students' perceptions; (2) the control group was significantly higher than the emerging program on general attitudes and scientific basis, and was also significantly higher than the established program on physical education curriculum; and (3) there were no differences found between emerging and established programs.

Educators have been debating the importance of school physical activity programs for over a century. Serious attention must be given to curriculum development that combines reflection, action, theory and practice. The wellness of the next generation depends on our response to their educational needs.

THE EFFECT OF THE 2.0 GPA POLICY ON STUDENT PARTICIPATION IN INTERSCHOLASTIC ACTIVITIES

John M. Enger, D. Lynn Howerton, Wilbert Gaines, and
W. Jack Sugg, Arkansas State University

In Arkansas, the Department of Education is responsible for monitoring the 2.0 GPA policy for student participation in extracurricular interscholastic activities (for competition in sports, band, choir, FBLA, FFA, and so forth). Concern about the effects of this policy has been expressed by legislators and many coaches and administrators. The purposes of this study were to: (1) review state-mandated policies regarding student extracurricular interscholastic participation, (2) examine trends of Arkansas student extracurricular participation in contrast to participation observed nationally, (3) survey secondary coaches, activity directors and principals about their perceptions of the effects of the policy, and (4) identify how many students are denied extracurricular participation because of this policy.

The results have shown that: (1) only two other states have mandates as rigorous as Arkansas for student participation in extracurricular interscholastic activities; (2) although participation nationally has remained fairly constant, football in Arkansas has shown a drastic decline (down 40%) since implementation of the GPA policy; (3) the majority of coaches disagreed with the GPA policy, while band and choral music directors, FBLA and FFA advisors did not think that it has adversely affected their programs; and (4) many students throughout the state were identified as being ineligible for extracurricular interscholastic participation because of grades.

A REVIEW OF EXTRACURRICULAR ACTIVITY LITERATURE: A CRITIQUE AND A PROPOSAL

Dave S. Knowlton, The University of Memphis

Because of budget constraints, constantly changing family demographics, and decline in test scores and academic standards, the value of maintaining some school programs--

extracurricular activities is difficult, however, because of the inconsistency in extracurricular research. The purpose of this literature review was to begin synthesizing the research in the area of extracurricular activities.

Findings indicated that literature dealing with extracurricular activities contained three weaknesses. First, "extracurricular activity" was a highly ambiguous term. Second, empirical research focused on the verification or denial of the advantages of participation but gave short shrift to structural problems identified in the conjecture-based literature. Finally, a relatively narrow range of research methodology was used.

These findings suggested a need for a wider research methodology for exploring extracurricular activities. This wider methodology should include qualitative analysis that focuses on the "processes" related to extracurricular activities. A second implication of this literature review was that steps should be taken to decrease the ambiguity of the term "extracurricular."

1:00 p.m.-2:50 p.m. STATISTICS (Training).....Lackey Room

LOG LINEAR ANALYSIS

Gerald Halpin, Frank Lawrence, and Glennelle Halpin, Auburn University

Often in social inquiry some or all variables of concern are categorical. Log linear analysis is a statistical technique for analyzing data of this nature.

The purpose of this training session was to provide an introduction to log linear analysis using current software packages. Presented were basic concepts and applications at a beginning level. Objectives were to: (1) provide an overview of the usefulness of log linear analysis as it applies to the analysis of qualitative or categorical educational data, (2) describe asymmetrical log linear analysis methodology, (3) illustrate applications of log linear analysis with real data, (4) present the similarities between asymmetrical log linear analysis and factorial analysis with quantitative data, and (5) discuss the applications of log linear analysis to other data analysis problems.

Activities included a presentation providing an overview of log linear analysis, basic log linear concepts, and the research data for the applications. Demonstration activities included setting up data files, developing models, conducting analyses, and interpreting the data. The session concluded with a discussion of other log linear applications and extensions.

2:00 p.m.-2:50 p.m. INTELLIGENCE (Discussion Session)..... Mason Room

PRESIDER: Robert Fontenot, University of Southeastern Louisiana

EMOTIONAL INTELLIGENCE TEST

Linda K. Baggett, Shelton State Community College, and Pudjiati Sutarso
and Martha L. Tapia, The University of Alabama

The purposes of this study were to develop an instrument to measure the emotional intelligence of adults and to find the underlying dimensions that comprise the emotional intelligence test (EQ test). The sample included 138 students from Educational Psychology and Educational Research classes in the College of Education at The University of Alabama. The instrument consists of 65 items. Students were asked to indicate the extent to which each statement described them, with each statement using a Likert-type scale from one to five.

The resulting data show that the alpha reliability coefficient for the 64-item instrument was .82. Then, after dropping the 39 weakest items, the reliability increased to .87. A

principal components factor analysis with a varimax (orthogonal) rotation revealed the following three factors: (1) compassion/empathy, (2) self-awareness/self-compassion, and (3) attunement. The EQ test psychometric analysis revealed sound properties and, therefore, can be used by researchers and practitioners to measure the emotional intelligence of adults.

RACIAL DIFFERENCES IN INTELLIGENCE: FACT OR FICTION?

Anthony J. Onwuegbuzie and Christine E. Daley, University of Central Arkansas

This paper presented a synthesis of arguments disputing the existence of racial/ethnic differences in intelligence. Information was presented that challenged the very essence of "intelligence" as represented by the classical model, on which hereditarian assumptions of racial differences have been typically based. An extensive review of the literature revealed four major premises held by supporters of this perspective: (1) there is a single general measure of mental ability; (2) IQ tests which purport to measure this ability are not culturally biased; (3) this ability is fixed across generations; and (4) the environment plays little or no role. Each of these premises was contested on the basis of historical, sociological and psychological evidence. Statistical and methodological flaws in research espousing the hereditarian view were highlighted. Although the authors acknowledged the importance of academic freedom, caution was recommended regarding the adherence of research to the scientific method, and guidelines were provided for meeting its criteria.

EFFECT OF GENDER AND GPA ON EMOTIONAL INTELLIGENCE

Toto Sutarso, The University of Alabama; Linda K. Baggett,
Shelton State Community College; and Pudjiati Sutarso
and Martha L. Tapia, The University of Alabama

Researchers found that some individuals who have the characteristics that define high emotional intelligence (EI) are more successful in their personal and professional lives compared to those who only have high IQ. The purpose of this study was to investigate an effect of gender and grade point average (GPA) on the EI.

The instrument used was the Emotional Intelligence Inventory, which was administered to 138 students at The University of Alabama. The data were analyzed by using multivariate factorial model with three factors of EI as dependent variables: (1) compassion, (2) self-awareness, and (3) attunement, and two independent variables: (1) gender and (2) GPA. Multivariate analysis of variance (MANOVA) was performed by using Statistical Analysis System (SAS) version 608 on the IBM mainframe computer.

First, the data showed that there was a significant effect of gender on the three factors of EI. Second, the data showed that there was a significant effect of GPA on the three factors of EI. However, there was no significant interaction effect of gender and GPA on three factors of EI.

2:00 p.m.-2:50 p.m. **SCIENCE EDUCATION (Discussion Session)..... Logan Young Room**

PRESIDER: George Thomas, Mississippi State University-Meridian

THE RELATIONSHIP BETWEEN SCIENCE TEACHERS' PERCEIVED METHOD OF INSTRUCTION OF HIGHER ORDER THINKING SKILLS AND EVALUATION TECHNIQUES

Marilyn Stephens, The University of Alabama

The purpose of the study was to measure science teachers' perception of their instructional techniques in higher order thinking skills and their evaluation methods. An 80-item inventory was administered to 34 secondary science teachers who participated in the pilot study. The instrument contained statements concerning curriculum design, questioning techniques, problem solving techniques, and types of evaluation methods used for determining grades. A reliability coefficient of 0.93 was obtained on the instrument with no items being deleted. A preliminary factor analysis revealed 10 factors with a total variance of 65.89 accounted for.

A STUDY ON THE USE OF SELF-EVALUATION INVENTORIES AS A MEANS OF ALTERNATIVE ASSESSMENT IN ELEMENTARY SCIENCE METHODS COURSES

Clifford A. Hofwolt, Vanderbilt University

With interest in building portfolios for prospective teacher education students, self-evaluation inventories can serve as an addition to a student's portfolio. Self-evaluation inventories are instruments in which students rate their progress toward achievement, skill, and/or attitude of a course's objectives on a numerical scale, at the beginning and end of the course. This study investigated whether a student's perceived gain in achievement correlated with the actual gain in achievement.

Students in elementary science methods courses were given a self-evaluation inventory for initial assessment and a pretest of achievement at the beginning of the course. At the end of the course, students were given their self-evaluation inventory to make a final assessment and a posttest of achievement. A Pearson product-moment correlation was used to determine any significant correlation between gain in student achievement on the achievement test and the gain in perceived achievement on the self-evaluation inventories. A significant correlation between gain in achievement and perceived gain in achievement was found.

The findings indicated that self evaluation inventories can be used in student portfolios. The student-reported gains in achievement, attitudes, and/or skills reflected real gains.

A REVIEW OF STUDENTS' CONCEPTS OF COMPUTER SCIENTISTS AND ITS IMPLICATIONS

Terri Schoone, University of Montevallo

Research on students' development of images of careers shows that their views of computer scientists and computer science careers are generally negative. The common image of careers in computers has been reported to be boring, socially isolating, competitive in nature, and consisting of sitting all day in front of a keyboard. Computer scientists have been described as male dominant, nerds, weird, obsessed with computers, and introverted.

Literature suggests providing more accurate information about the nature of the work in which most computer science professionals are engaged. In contrast with students' views are the actual self-concepts of the professional computer scientist. Professional computer scientists describe their careers as varied, challenging, creative, and person-oriented.

Many reports suggest that improving students' views of computer scientists and computer science careers will increase the number of students interested in pursuing a career in the computer science field. It is estimated that by the beginning of the next century over 700,000 new scientific and engineering positions will need to be filled. To fill this need, the United States will need to attract 12 times as many African Americans, 10 times as many Hispanics, and three times as many females to computer-related careers than are currently being attracted.

2:00 p.m.-2:50 p.m. SCHOOL RESTRUCTURING (Discussion Session)..... Mobile Room

PRESIDER: William A. Spencer, Auburn University

RESTRUCTURING TENNESSEE HIGH SCHOOLS: THE SECOND YEAR

Jeanine H. Rakow, E. Dean Butler, and Mary J. McNelis, The University of Memphis

The research goal directing this study was to provide educators in an urban setting needed information regarding manipulable aspects of school and classrooms that might encourage increased student engagement and achievement. Many established school practices not only inhibit students' desire to learn but also contribute to reduced motivation and reduced engagement in educational processes. Tennessee has implemented school restructuring policies in an effort to positively impact school learning environments. Three urban high schools completed their second year of implementing this restructuring policy during 1995-96.

School outcomes were reported and comparisons were made based on two waves of data: spring 1995 and spring 1996. Resulting profiles showed similarities and differences in faculty perceptions of seven school climate factors that were related to organizational changes in the schools. Changes in student perceptions of class learning environments, self attributions, and attitudes toward school were reported for grade-level cohorts in the three sites. Analysis of variance techniques were used to identify significant differences between means. This paper illustrated these differences in both student and faculty perceptions over time.

A SUMMARY OF "NEW ROLES" FOR TEACHERS IN RESTRUCTURING AND TEACHER EMPOWERMENT LITERATURE

Beverly Klecker, Eastern Kentucky University

The call for "new roles" for teachers is replete in reform literature. As restructuring is undertaken and evaluated, measuring the participation of teachers is essential. The purpose of this study was to identify dimensions of "new roles" for teachers (teacher empowerment) and to select an instrument to measure them. The context of the study was 307 restructuring schools funded by the Ohio state legislature.

Three bodies of literature were reviewed. First was general restructuring literature. Second was the literature describing nine restructuring models: (1) Accelerated Schools, (2) Classroom of the Future, (3) Coalition of Essential Schools, (4) Effective Schools Process, (5) North Central School Improvement, (6) Ohio Community Learning Experience, (7) Outcome-Based Education, (8) School Development Program, and (9) Success for All. Third was "teacher empowerment" literature.

Thirteen dimensions were identified: (1) accountability, (2) authority/leadership, (3) curriculum planning/design, (4) collegiality/collaboration, (5) decision making, (6) impact/causal importance, (7) professional growth, (8) professional knowledge, (9) responsibility, (10) self-efficacy, (11) self-esteem, (12) status, and (13) training new teachers. Definitions of the dimensions and their frequency of occurrence were presented. The identified instrument was discussed.

THE ASSOCIATION BETWEEN OHIO'S SCHOOL REFORM PROCESS AND GRADE LEVEL, GENDER, RACE, AND EDUCATIONAL ROLE

Gordon C. Bobbett, Knoxville, and Charles M. Achilles, Eastern Michigan University

The Ohio General Assembly and the State Board of Education initiated Venture Capital Initiative (VCI) as an investment in local planners' and educators' ability to create

effective new educational delivery systems to improve student learning (about $40,000,000/year for five years). About 3,000 educators (parents, educators, administrators, and others) completed a 37-item survey with nine areas that included: Focus on Learning, Reaching All Students, Expanded Teacher Roles, Community Readiness, and Community Involvement.

Descriptive, correlation analysis, analysis of variance, and factor analysis were used to evaluate the 37 VCI items and the four study areas: Grade Level, Gender, Race, and Educational Role. The purposes of this paper were to discuss the data-collection instrument, review data collected to date and what conclusions can be drawn at this early time, and recommend processes for future data collection and for instrument adjustments.

Findings and conclusions included: (1) educators need to reexamine, reemphasize, and promote policy issues related to resource leverage, policies and practices, community involvement, and community readiness; (2) the participant's educational responsibility level is linked to the person's perceptions of the VCI effort; (3) males and females reflect different educational values, goals, and standards; (4) the Participants' Educational Role (teacher, administrator, principal, and others) has an impact on their educational perspective; and (5) race/ethnicity is a complex construct and has an impact on the educator's (i.e., VCI respondents) perspective.

ALTERNATIVE APPROACHES TO THE EVALUATION OF EDUCATION REFORMS

Katherine M. Kocel and Marie C. Roos, Jackson State University

A review of research on the evaluation of integrated and interdisciplinary (I/I) education reforms revealed that I/I approaches to teaching diverse subjects is widely perceived to be beneficial and to be in need of supportive outcome assessment research. Although some form of the I/I approach to education has been advocated for more than 20 years, limited actualization of these reforms has hobbled attempts to demonstrate strong cause and effect relationships between these approaches and traditional measures of student achievement. The tentativeness of the gains attributed to I/I approaches highlights the need for a reassessment of the currently used strategies for evaluation with consideration of instructional objectives and methods, and short and long term goals.

Psychological theories of memory and cognitive processes have implications for the assessment of the impact of I/I education reforms. Integrated, interdisciplinary approaches to education may enable implicit procedural learning, while traditional measures of achievement assess the acquisition of the explicit semantic learning emphasized in the traditional classroom. The long-term accessibility and utility of information acquired in the I/I curriculum need further evaluation, as does the impact of I/I on problem solving.

2:00 p.m.-2:50 p.m. **TEACHER EDUCATION (Discussion Session).....Thames Room**

PRESIDER: Burnette Hamil, Mississippi State University

THE MALE TEACHER: PRESERVICE ELEMENTARY MALES' MOTIVATIONS FOR PURSUING A CAREER IN TEACHING

Jacqueline M. Woodbury, University of Southern Mississippi

The purpose of this qualitative study was to determine perceptions that influenced elementary, preservice males to enter the field of elementary education. Preliminary interviews were conducted with 10 elementary, preservice males during their senior year prior to student teaching. A constructivist approach involving a second session of dialectical interchange was conducted between the individual subjects and the researcher to refine the constructs by using

conventional hermeneutical techniques.

Preliminary understandings and reconstructions of the constructs held by the participants in the study included: (1) concerns for the quality of life experiences, (2) dedication to improvement of the human condition, and (3) a transitional vocational phase. Based on the findings of the study, suggestions for male teacher recruitment advocacy and activism for colleges of education were made.

PRESERVICE TEACHER BELIEFS AS A FRAMEWORK FOR PHILOSOPHY OF EDUCATION

Sunya T. Collier, The University of Alabama

This study examined how preservice teachers make sense out of a foundations course in the history, philosophy, and sociology of education in relationship to the development of a personal philosophy of teaching and learning. This qualitative research was committed to understanding theory and practice from the participants perspective.

Measures of beliefs and understanding were obtained from a sample of preservice teachers enrolled in History, Philosophy, and Sociology of Education (n=60) using a series of open-ended questionnaires. Case studies of a subgroup of volunteers (n=4) were written from data collected through focus group discussions, individual interviews, individual journals, and document analysis. Emphasis was placed on how preservice teachers articulate their views and how they establish the relevance of those views to the practice of teaching.

Preservice teacher response consistently indicated that a high degree of personal awareness of beliefs emerged, and more importantly, students were able to articulate their views on teaching and learning within the context of both theory and practice. Suggestions included that the Foundations of Education plays an integral role in the development of critical and reflective practitioners.

RESULTS OF PRIME-PROCESS FOR REMEDIATING IDENTIFIED MARGINAL EDUATION CANDIDATES

Teresa M. Nichols, Susan Easterbrooks, and Lynetta A. Owens,
Jacksonville State University

The purpose of this discussion was to present a model of remediating college of education students identified as marginal education candidates. While it is somewhat easy to monitor and address student academic performance difficulties, the areas of student attitude and skills mastery are not so easy to manage. This model presented a college of education's attempt to monitor and address weaknesses in those two domains. The rationale, purpose, process, procedures for identification, members of the support team, and procedures for remediation were presented. Anecdotes of cases, successes, and failures were also presented.

ACCEPTABLE OR EFFECTIVE TREATMENTS: THE ISSUE OF TEACHER TRAINING IN INTERVENTIONS

Heather Elise Sterling, T. Steuart Watson, Elizabeth Little, Mark E. Wildmon,
and Carrie Watkins, Mississippi State University

The purpose of this study was to systematically investigate the influence of training and perceived acceptability of an intervention plan on treatment integrity. Seventy-five subjects were told that they would be trained to implement a treatment protocol with a client (confederate) who was being treated for a habit disorder. Subjects were assigned to one of four conditions:

didactic, modeling, rehearsal/feedback training,and control. Subjects read a packet of materials, completed the IRP, were trained, conducted the treatment, and completed the IRP again. The Intervention Rating Profile-15 (IRP) was used to measure pre- and post-treatment acceptability; treatment integrity was measured for each subject.

Change scores in acceptability were examined to see if there were differences in pre- and post-treatment acceptability due to training condition. The only significant difference occurred for the most direct training condition, which had a 10-point gain ($p<.01$). Analysis of variance comparing mean integrity scores in each training condition indicated that more direct training resulted in higher treatment integrity ($p<.001$). Correlations between acceptability and integrity measures were also conducted, and no relationship was found. These findings questioned the present construct validity of acceptability as it relates to treatment implementation and educational practice.

2:00 p.m.-2:50 p.m. HIGHER EDUCATION (Discussion).....Wilson Room

PRESIDER: Jimmy Carl Harris, Southeastern Louisiana University

AN EXAMINATION OF FACTORS RELATED TO COMPLETION OF A DOCTORAL DEGREE IN AGRICULTURAL EDUCATION, 1990–1994

James N. Butler, Jr., University of Tennessee at Martin, and Joan K. West

The purpose of this study was to determine the importance of individual and institutional factors related to successful completion of a doctoral degree in agricultural education as perceived by degree-completing agricultural education doctoral students. The population for the study was 129 individuals successfully completing a doctoral degree between fall semester 1990 and spring semester 1994. A 21–scaled item questionnaire was developed and used. Using a five–point Likert–type scale, participants rated each of the individual and institutional factors about their perceived importance related to successful completion of a doctoral degree in agricultural education.

Data were analyzed using descriptive statistics. Personal motivation and individual commitment were the individual factors rated highest. Relationship with major professor and academic advising were institutional factors rated highest.

The findings of this study done at the doctoral level were congruent with findings done at the undergraduate level. The perceptions held by degree-completing agricultural education doctoral students regarding individual and institutional factors related to successful completion of a doctoral degree coincided with the perceptions of undergraduate students surveyed in previous studies.

RESEARCH DOCTORAL RESIDENCY - PERSPECTIVES OF STUDENTS AND ALUMNI

Sharon L. Yarbrough and John R. Ray, The University of Tennessee

Interest in how to provide doctoral students a quality and meaningful graduate education is prevalent. The design of programs to prepare students to become scholars and effective practitioners continues to be an intriguing but challenging concern for many universities. Changes in student population characteristics have generated the need to review and possibly modify programs.

The purpose of this study was to explore the perspectives of recent doctoral graduates and current doctoral seminar students about the residency requirement. The issue of time requirements to complete residency has been a major concern for most persons planning doctoral study.

Questionnaires with multiple questions were developed and distributed to a sample of 364. Data were analyzed using frequency and percentages, and comparisons were made between the groups and for college units. Both item responses and open-end comments were analyzed. As could be expected, responses varied, but the general consensus was that, while valuable, the concept of residence should at the least be redirected. Respondents stopped short of suggesting total elimination of the residency, and many provided useful comments for possible restructuring.

THE ATTITUDES OF AFRICAN AMERICAN GRADUATE STUDENTS TOWARDS A FELLOWSHIP PROGRAM TARGETING UNDER REPRESENTED GROUPS

Bernadette M. Chapple, Germayne Crow, Vivian Larkin, and
Renee A. Middletonn, Auburn University

The purpose of this study was to identify the prominent attitudes of Presidential Graduate Opportunity Program (PGOP) fellows towards the PGOP program. In addition, the researcher was interested in the ability of the program to assist in and meet the needs of these minority, doctoral graduate students at Auburn University.

The Presidential Graduate Opportunity Program has been designed for African American doctoral students who are granted entrance into a graduate program of study at Auburn University. Each recipient is awarded a stipend for three consecutive years, and in return the student is expected to maintain a 'B' average, take no less than 10 credit hours per quarter, and gain experience in a major by accepting a graduate research or teaching assistantship.

Previously, there had been no instruments specifically designed to measure the attitudes of this scholastic program. To assist the PGOP committee in better serving the recipients of this award, the researcher designed an instrument to assess the dominant attitudes of the beneficiaries of the award.

The researcher administered the survey during the summer quarter of the 1996 academic year. It was expected that results obtained would be used in recruiting other such students into the program and be beneficial in retaining students currently enrolled. Additionally, the results were expected to be useful in similar fellowship recruiting programs across the Mid-South.

LATENT STRUCTURE OF ACADEMIC PERFORMANCE AMONG COLLEGE STUDENTS

Jwa K. Kim and Heather Eldridge, Middle Tennessee State University

The purpose of this project was to develop a structural model utilizing several important variables related to academic achievement among college students. Measures of college GPA, high school GPA, ACT score, age, and the number of credit hours taken during the college years were collected from graduating seniors for the fall semester of 1994 at a large southern state university. Out of 4,661 graduating seniors, only 1,296 students who completed all the variables were utilized for this study.

After using a series of descriptive statistics and a correlation matrix for included variables, a two-factor solution was obtained from an exploratory factor analysis with the PROMAX rotation through SAS. Based on the result of the exploratory factor analysis, a confirmatory factor analysis technique was adopted to establish a structural model for these variables through EQS. The two-factor model was confirmed with a high fit index (Bentler-Bonett Normed Index = .989). The characteristic and factor loadings of each factor were discussed. The possibility for further research to include other relevant variables was also suggested.

3:00 p.m.-3:50 p.m. CRITICAL THINKING (Training).....Logan Young Room

A CHOICE OF FUTURES: THE ART OF SOLUTION FINDING

Lucinda H. Rose and Vincent R. McGrath, Mississippi State University

Resolving ill-defined and threatening social problems that demand solutions in societies experiencing social, technological, and ecological stress and transformation is a primary concern for educators. Cognitive scientists recognize that adult learners, when confronted with social problems, form concepts of justification, develop frames of reference, and experience constraints in resolving ill-defined problems. Educators, therefore, need flexible procedures for helping adults through the stages of solution finding in non-threatening learning environments.

The training session offered procedures for understanding problem-solving concepts and instructional methods for effectively developing tentative hypotheses, weighing evidence, and resolving ill-defined problems. It presented thought exercises for solving vexing and ill-defined problems with emphasis on those factors that affect adult learners as they confront novel situations.

The session leaders provided exemplar problems appropriate for and transferable to other contexts. Participants received handouts on strategies and thought exercises, created "problem banks," and discussed a number of solution finding procedures. The presenters discussed ways educators can help learners confront and resolve vexing social and educational problems.

3:00 p.m.-3:50 p.m. TOPICS ON SCHOOL LEARNING (Display Session).....Sellers Auditorium (Rear Area)

MIDDLE SCHOOL STUDENTS' PERCEPTION OF A SCIENTIST/ RESEARCHER

Terri McBride, University of Southern Mississippi

What is good science anyway? Can everyone use science, or is it just reserved for trained scientists and researchers? How can it help in life today? How can scientific methods help to plan ahead or make tough decisions? Education has evolved without advanced planning, but solutions to problems can be found through a systematic, rational, experimental approach -- even within the framework of our present educational system. One of the best and least-used approaches to problem solving is fostering active and systematic experimentation by practitioners. Teachers can become equal partners and even leaders of educational research under supportive conditions.

The purpose of this study was to determine the perception of a scientist by middle school students. Three hundred middle school students were asked to draw, color, and fill out a classification sheet on their perceptions about scientists. The findings of this study yielded concern in teachers of middle school students because students held a distorted view of a scientist/researcher. Teachers of middle school students must make strides in communicating to students the definition of a scientist/researcher.

THE PASS ALTERNATIVE: COGNITIVE ASSESSMENT OF EMOTIONALLY DISABLED CHILDREN

Christine E. Daley, University of Central Arkansas; Richard J. Nagle, University of South Carolina; and Anthony J. Onwuegbuzie, University of Central Arkansas

Students with serious emotional disturbance (SED) constitute the most underserved category of special education today. Although considerable research has examined issues concerning the social and emotional adjustment of these children, little information exists regarding their academic and intellectual characteristics. Yet, knowledge of such can contribute enormously to an understanding of their learning difficulties, to the avoidance of bias and inappropriate placement, and to the enhancement of academic programming. The purpose of this study was to investigate cognitive styles of SED children via their performance on PASS (Planning-Attention-Simultaneous-Successive) model tasks represented by the Das-Naglieri Cognitive Assessment System (CAS).

Forty educationally-diagnosed "emotionally disabled" children and 40 regular education controls were administered the 14 subtests of the CAS Standardization Edition. The two groups were matched according to age, race, and sex. Findings revealed significant differences between the groups, in favor of normals, across the four PASS model scales and 12 of the 14 CAS subtests. Cluster analysis of the SED children's performance yielded a two-profile solution, which suggested the presence in this sample of a higher-functioning, attention-disordered subgroup and a lower-functioning, more disturbed subgroup. Results were contrasted with previous findings. Implications and recommendations for research and practice were discussed.

FOCUSING ON CHILD-CONSTRUCTED STORIES: VIDEOTAPING CLASSROOM PLAY CENTERS

Mary Ruth Reynolds and Sharon Milner, State University of West Georgia, and Jim C. Fortune, Virginia Polytechnic Institute and State University

This presentation reported current research of classroom videotaping as a strategy to explore and support young children's emergent literacy. The session invited participants to contribute their perceptions of children's story construction in classroom contexts. The display format allowed conference attendees to share their views of the value of "story playing" and/or other experiences of classroom videotaping.

Two studies of classroom play were reported. One study was of nine children's week-long "story playing" in the four-year-old classroom of a primarily white, middle-class, private child development center in Georgia. The other study videotaped six public school kindergarten play centers in rural Virginia. Both studies utilized focus groups with self-selected samples of children who volunteered to discuss their stories after viewing tapes of themselves.

Data analysis, according to Strauss and Corbin's (1990) model, organized children's play and focus group conversations into themes that represented both children's and researchers' perspectives of the process of story construction in classroom play. Educational implications were offered for videotaped classroom research of literacy learning in play contexts.

EFFECTS OF PARENT INVOLVEMENT ON EMERGENT LITERACY

Cecilia A. Sofie, Gwen Hamilton, Felecia Houston, and Cynthia Riccio, The University of Alabama

The purpose of the study was to determine the effects of parental involvement on children's achievement in the area of reading. Measures of phonological awareness and reading achievement were obtained from a sample of two classes of first-graders (sample size of 40) at the beginning and the end of the 1995-96 school year. The first-graders were administered the Elision Test from The Comprehensive Tests of Phonological Awareness (Laughin, Torgesen, & Wagner, Florida State University) and the Woodcock-Johnson Tests of Achievement-Revised subtests of Word Identification and Passage Comprehension. Between the testing sessions, one class

participated in a reading intervention while the other class served as a control group. In the experimental group, parents and students were encouraged to read nightly through the introduction of a Bookmark Club. Students took home paper bookmarks nightly. The bookmarks provided a place to record the child's name, the name of the book the child and the parent read together, and the date. Children returned the bookmarks daily. Records were kept, and children who returned at least four bookmarks a week participated in a special activity each week. Results of the intervention were discussed.

DOES COLOR INFLUENCE CHILDREN'S PERCEPTIONS OF QUANTITY WHEN PERFORMING SHAPE RECOGNITION TASKS?

Andrew D. Katayama, Mississippi State University

The influence of color recognition of quantitative tasks among three- to five-year-old children was investigated. Color tasks consisted of basic shapes and color and were presented to three- to five-year-old children (n=22). The children gave their responses in terms of greater quantity in favor of color, non-color (black on white), or neither. The results indicated that, when young children were presented with two equal sides with exact shapes and sizes (varying only in color and non-color), the common error in favor of color was committed. This pattern was attributed to the influence that color has to form judgment among young children. Results also displayed a difference of error committed with increasing age. The five-year-old subjects were less likely to be influenced by color than younger subjects. It was concluded that color influence over the perception of quantity decreased with an increase of age.

3:00 p.m.-3:50 p.m. **CURRICULUM AND INSTRUCTION (Discussion).....Wilson Room**

PRESIDER: Robert Calvery, Southside School District (AR)

BLOCK SCHEDULING IN THE SECONDARY ARENA PART II: PERCEPTIONS FROM THE INSIDE

Patricia Davis-Wiley, Angela Cozart, and Marshall George,
The University of Tennessee

The explicit purpose of this study was to examine perceptions of randomly selected students and their parents/guardians in one suburban and one urban southeastern high school during their first year following a block schedule format. This was a follow-up of a study conducted earlier during the year that sampled the perceptions of selected teachers and administrators toward the new block schedule.

Items specifically investigated in this study were: (1) success of the transition from a six-period day to a block schedule format, (2) satisfaction with the new format, (3) reported impact of the new format on grades, (4) desire to return to the six-period day, and (5) concerns about the block schedule format.

Data were collected using a two-pronged questionnaire with open and close-ended questions. Results were hand-calculated and qualitatively analyzed and reflected a mixture of responses that neither totally supported nor refuted overall satisfaction with the new block schedule format.

USING STUDY SKILLS AS A TRANSITION TOOL WITH JUNIOR HIGH SCHOOL STUDENTS

Rose M. Turnbough, Mammoth Spring (AR) High School, and Nola J. Christenberry and
John M. Enger, Arkansas State University

Considerable literature reflects difficulties that many students have in making the transition from elementary to junior high school. The purpose of this study was to evaluate the effects of a study skills training program used with seventh graders in a school with a history of declining grades between sixth and seventh grade. Measures of academic performance (i.e., course grades, grade point averages, and achievement test scores) and self-reported study habits and attitudes were obtained from a sample of 46 students who completed the study skills program and 23 students who did not.

Dependent t-tests were used for pre- and posttest comparisons of data obtained from the experimental group, and independent t-tests were used for between-group comparisons. Significant differences were noted in both pre-post and between-group comparisons. In general, results indicated that students who participated in the study skills training program experienced positive effects.

EXPLORING PROBLEM-BASED LEARNING (PBL) IN GRADES 6-12

Charles M. Achilles, Eastern Michigan University, and S. P. Hoover,
School District of Greenville County (SC)

Problem-based learning (PBL) has been used to improve medical education and has extended to education-administrator preparation. Results are generally positive as PBL incorporates tenets of adult learning. PBL should improve K-12 schooling inasmuch as it is active, challenging, and a vehicle for (1) integrating curricula, (2) alternative assessments, (3) accommodating instruction for longer blocks of time, (4) active and group learning, and so forth.

The researchers trained faculties in three middle schools and one high school (1995-96) in PBL. Training procedures differed by site. This paper presented initial assessments of (1) training, (2) processes of implementing PBL, and (3) results of PBL use in grades 6-9.

Enthusiastic faculties at first designed PBL activities that were long and complex; they agreed that shorter PBLs may be more prudent and effective. A major concern was pupil inability to work in groups (share, cooperate). This suggested a need for group process training for pupils prior to PBL work. Regular schedules (50-minute periods) required creative planning for PBL efforts. Teachers reported generally positive PBL outcomes; spring 1996 testing results were used to validate teacher-reported gains. Researchers developed plus/minus factors relative to PBL transference from higher education (adults) to students in grades 6-9.

3:00 p.m.-3:50 p.m. **TECHNOLOGY (Discussion Session).....Lackey Room**

PRESIDER: Amanda Baxter, Mississippi State University

TECHNOLOGY IN TEACHING

Rob Kennedy, University of Arkansas, Little Rock

Colleges across the nation are using electronic mail as one way to offer classes. The advantages to both students and teachers of flexibility and reduced travel time and expense, as well as increased individual attention, are strong attractants. To illustrate and support using electronic course offerings, a graduate research course that utilized electronic mail was described in the presentation.

The electronic research course requirements included writing a grant proposal, critiquing proposals and articles, and a final exam. The students were expected to actively participate in the class by critiquing both proposals and completed papers through electronic mail.

Their individual discussions consisted of e-mail postings and replies, and their critiques were sent to the class via a class list that automatically directed the response to all class members.

Reactions from the students' class evaluations both described the course and suggested its viability: (1) "Quick responses. Personal quality to e-mail responses," (2) "Self-paced, self-directed--strategies appropriate for both the nature & level of the course," (3) "Keep this class and increase the use of E-mail," (4) "It allowed me to work on my own schedule," and (5) "Personal responsibility given to each student to do their own best work."

WHY DO TEACHERS CHOOSE TO ATTEND GRADUATE LEVEL COMPUTER COURSES IN GROUPS OF TWO?

Glenda A. Gunter, Troy State University at Dothan

The purpose of this study was to determine reasons why a purposefully selected group of graduate students chose to return to graduate school in groups of two and did cooperative learning enhance their success and improve the graduate school experience. Data were collected from structured interviews that centered around students' choices, perceptions, and reasons for their success and favorable experiences in graduate school.

The sample population consisted of 10 southeast Alabama K-12 teachers who chose to go through graduate-level technology courses with a peer. Results indicated that the students had a more favorable experience in graduate school, less stress toward assignments, a better attitude about attending classes, and were less reluctant about becoming the learner in a technologically rich world.

RESULTS OF A PROJECT USING ELECTRONIC DIALOGUING TO CONNECT THEORY AND PRACTICE IN PRESERVICE TEACHER EDUCATION

Denise Johnson, University of Central Arkansas

This project, conducted by preservice teachers in a reading methods course using electronic mail (e-mail), was an effort to communicate how technology can be incorporated into the curriculum for instructional purposes in an effective way.

The reading methods class in which this project was conducted was the last reading course in the final semester in which the preservice teachers would be enrolled before student teaching. At the beginning of the semester, the instructor of the course provided each preservice teacher with an e-mail account through the university. Additionally, the instructor assigned each preservice teacher with an "e-pal," who was a third-grade student in Wisconsin.

The outcomes of incorporating the e-mail project into the reading methods class were three-fold: (1) students were allowed hands-on experience as to the effectiveness of technology in the classroom, which was accomplished through their own experiences as well as the reactions of the third-grade students; (2) students were given another avenue to communicate with peers, their instructor, and children in a nonthreatening environment; and (3) the e-mail project served as another "field experience" for the preservice teachers.

3:00 p.m.-3:50 p.m. **EXCEPTIONAL EDUCATION (Discussion Session).....Mason Room**

PRESIDER: Randall Parker, Louisiana Tech

A STUDY OF STUDENTS WITH ATTENTION DEFICIT DISORDERS

S. John Obringer and Annette Langford, Mississippi State University

Attention Deficit Hyperactive Disorder is one of the most frequently diagnosed and studied pediatric concerns. Reid estimates that there are currently two million school-age children with either attention deficit disorder or attention deficit disorder with hyperactivity (ADD/ADHD). The purpose of this study was to trace the literature concerning the evolution and development of this neurological disorder from its inception in 1937, when Charles Bradley "stumbled upon" the fact that stimulant medications had a positive effect on hyperactive behavior, to the present. This study further investigated the identification, medical interventions, and classroom practices for students with ADD/ADHD. The study utilized the writings of the more prominent authorities in the field to ascertain possible etiologies, effective pharmacological interventions, and typical psychometric findings. With the above literature review, the writers hypothesized who is and who is not a student with ADD/ADHD. Also, current best practices in the classroom, home, and clinic were examined and discussed.

THE EFFECT OF BIOFEEDBACK WITH ADHD CHILDREN

Mary Ann Adams-Jones and Patrick Kariuki, Milligan College

The purpose of this study was to determine the effects of biofeedback on the electromyographic (EMG) activity of six students with Attention Deficit Hyperactivity Disorder (ADHD) as defined in DSM-IV-R. A related purpose was to determine the on-task behavior of three of the six students who were examined via an alternating treatment design.

All subjects received biofeedback within a clinical setting to examine the degree it could be used by the children to gain control of motor activity and aid in relaxation. Three students were simultaneously observed to determine if on-task classroom behavior was affected by biofeedback exercises. Data were analyzed using measures of central tendency, t-test for dependent and independent means.

Results indicated that these ADHD students were able to relax through the use of biofeedback. Significant differences were found to exist between pretest and posttest, Test 1 and Test 4, and Test 5 and Test 9 except Test 1, Test 2, and Test 3. The three students in which on-task behavior was collected demonstrated an increase in on-task behavior after the implementation of biofeedback. Significant differences were found to exist between pretest on-task behavior and posttest on-task behavior.

A NEW MODEL FOR UNDERSTANDING ADHD AND EFFECTIVE, MULTIMODAL INTERVENTION

Beverly A. Wallace and Adam Winsler, The University of Alabama

Attention Deficit Hyperactivity Disorder (ADHD) is the label currently used to refer to students who have difficulty meeting classroom demands because of pervasive problems of impulsivity, overactivity, and inattention. ADHD is a complex dysfunction that affects many aspects of psychological functioning, including the self-regulation of behavior, children's interactions with peers and adults, and children's cognitive, motivational, emotional, and learning processes.

Interventions have shown little success in effecting long-term change in the lives of ADHD children. This is likely because current interventions tend to address only one small component of the larger system that is affected by the disorder. Effective treatment for children with ADHD requires intervention at multiple levels within the child, the home, and school. One barrier to designing effective interventions for the disorder has been the lack of a broad, coherent theory for explaining the multimodal, systemic nature of the problem. In this presentation, a

powerful, new theoretical framework was outlined, the Living Systems Framework (LSF) and Motivational Systems Theory (MST; Ford, 1987, 1995; Ford & Ford, 1987), which does just that.

Participants were expected to leave the session with a better understanding of ADHD and a set of useful tools for thinking about school-based interventions for children with attention and behavior problems.

3:00 p.m.-3:50 p.m. ELEMENTARY EDUCATION (Discussion Session).....Thames Room

PRESIDER: Linda T. Jones, Mississippi State University

TEACHING THE ELEMENTARY CONTENT AREAS THROUGH THE ARTS: WHAT TEACHERS HAVE TO SAY

Kathleen M. Pittman, University of West Alabama

The purpose of this study was to determine the effectiveness of teaching the elementary content areas (language arts, math, social studies, and science) using the fine arts (music, visual arts, movement, and drama) as reported by 45 classroom teachers who were trained to use this method. Following the training, the teachers used these techniques to teach content objectives for at least eight weeks. At the end of this period, the teachers completed a survey in which each participant evaluated the method. The survey data were analyzed qualitatively and by chi-square analysis. In addition, teachers provided anecdotal evidence of the method's effectiveness.

THE INTEGRATIVE CURRICULUM: SCIENCE AND LANGUAGE ARTS

Jo Ann Belk, Gary Benton, and Kim Benton, Mississippi State University - Meridian Campus, and J. E. Howell, University of Southern Mississippi, Hattiesburg

The science curriculum reform movement is expanding throughout the United States. An important component of this movement has been the inclusion into the elementary school curriculum of indepth studies of science concepts.

Current research findings indicate that science can be integrated successfully with language arts. By using science content reading materials to teach reading, more instructional time can be used for indepth studies of science topics.

The implications of integrating science and language arts include: (1) integrating subject area disciplines, (2) increasing in-depth study of science concepts, and (3) increased achievement in science and language arts.

MATH ALL DAY: USING THE MATHMOBILE PLAN

Lavada J. Parmer and Dana G. Thames, University of Southern Mississippi

This study examined the effectiveness of a program designed for kindergarten students to use overhead projectors and a variety of commercial and teacher-made manipulatives to demonstrate and communicate math concepts before their peers in authentic learning experiences. The 10-week study incorporated three instructional groups: a five-day treatment, a three-day treatment, and a control group, and involved six classes (n=116) of kindergarten students.

Data were collected using a 10-item instrument that consisted of six constructed-response and four selected-response items. Details concerning the results of the study as well as the design of the program were presented.

INSTITUTIONALIZATION OF DEVELOPMENTALLY APPROPRIATE PRACTICES IN PRIMARY GRADES

Lillie S. West, Mississippi State University

This literature review identified the factors that affect the institutionalization of developmentally appropriate practices in grades K-3. Institutionalization referred to the sustained use or integration of practices into the regular school program. The purpose was to define and identify developmentally appropriate practices and to determine the factors that affect transfer of training. Bredekamp (1987) defined developmentally appropriate practices as those that developed the physical, emotional, social, and cognitive growth. Age appropriate and individual appropriate learning experiences were provided through play and social interaction. Nelson (1989) defined the transfer of training as the use of skills learned in training at the workplace. Research indicated that the degree of transfer was dependent on the purpose and components of the training program, participant attitudes and beliefs, and stages of teacher development.

Implications of this review revealed the importance for frequent assessment of a program to determine the effectiveness and maintenance of skills provided in a training program. Refresher trainings were recommended to ensure maintenance of these training skills.

4:00 p.m. **KEYNOTE ADDRESS.....Sellers Auditorium**

INTRODUCTION: David T. Morse

SPEAKER: Gerald W. Bracey, Distinguished Fellow, Agency for Instructional Technology, Research Psychologist, Writer, and Columnist, *Phi Delta Kappan*

TOPIC: **The Greatly Exaggerated Decline of Education in the United States**

MSERA RECEPTION Presidential Pavilion (transportation available), hosted by The University of Alabama

7:30 a.m.-8:45 a.m. **GRADUATE STUDENT AND NEW MEMBER BREAKFAST.....Thames Room**

8:00 a.m.-4:00 p.m. **REGISTRATION..... Lobby of Conference Center (1st Floor)**

8:00 a.m.-8:50 a.m. **SPECIAL SESSION FOR GRADUATE STUDENTS.....Mobile Room**

A Conversation with Gerald W. Bracey

8:00 a.m.-8:50 a.m. **ATTITUDES (Discussion Session)..... Wilson Room**

PRESIDER: Stella B. Wear, Delta State University

PRESERVICE TEACHERS' ATTITUDES TOWARD MATHEMATICS

Dawn Putney, State University of West Georgia

The purpose of this study was to determine the effects of specific modeling on the attitudes of preservice teachers (K-5) toward mathematics. Measures of attitude were obtained from a sample of 116 preservice teachers on the first day of the Math Methods course and again on the last day of the course. A Likert-scale-type attitude survey based on Lewis Aiken's work was used to measure the attitude of preservice teachers toward mathematics.

Significant increases in the mean levels of attitude were found for all indicators from the beginning to the end of the course for the sample of preservice teachers. Results of the study provided support and rationale for curriculum changes that included the implementation of more appropriate hands-on mathematical experiences - models of strategies that should be used in K-5 classrooms.

A PILOT STUDY TO INVESTIGATE THE EFFECT OF JOURNAL WRITING IN A MATHEMATICS CLASS FOR ELEMENTARY PRESERVICE TEACHERS

Kimberly Walters and Regina Halpin, Mississippi State University

Research has shown that teachers' attitudes toward teaching mathematics are related to their confidence in their own ability to communicate and think mathematically. In response to the National Council of Teachers of Mathematics (NCTM) Curriculum and Professional Standards, it is important to model current mathematics teaching strategies in mathematics courses taken by teachers.

During the spring 1996 semester, a pilot study was conducted in a preservice elementary mathematics class to determine the effect that journal writing would have on the students' reported level of math anxiety. The journal writing project was assigned at the beginning of the semester and 28 elementary preservice teachers responded to a questionnaire at the end of the semester to determine the correlation between the students' perceived level of math anxiety and their perception of journal benefits. A significant positive Spearman correlation of $r_S = .59$ at $p = .001$ was found. Students who indicated high math anxiety felt that journal writing in a math class was beneficial. Future plans were discussed that examined the appropriate method for incorporating journal writing into a mathematics course for preservice teachers and for encouraging students to become more receptive to the idea of writing in mathematics courses.

TEACHER NETWORKING AND DESIGN CENTER: A MATHEMATICS PROFESSIONAL DEVELOPMENT PROGRAM (K-8)

Susan Franks, Melvin E. Franks, and Vivan Wicker, Mississippi State University

The program results of the Teacher Networking and Design Center were presented. The Center was established in 1995 as a joint endeavor of the University and 11 public school districts. The purpose of the program was to improve mathematics instruction in the elementary schools of these districts.

The program included two basic components: (1) professional development for 60 teachers with intensive workshop sessions, and (2) the beginning of a mathematics resource center. A curriculum was developed for the workshops that was based upon a constructivist theory of learning and the use of manipulative materials.

Teacher participants completed pre- and posttests at each workshop session. These assessments emphasized problem solving, communication and reasoning, and the use of manipulatives. A T-test comparison of mean differences was significant ($p < .05$). Teachers maintained portfolios that addressed the mathematics instruction in their own classrooms. Questionnaires were also completed after each workshop and at the conclusion of the program. Portfolio entries and questionnaires indicated changes in these teachers' mathematics instruction. Teachers used more concrete manipulative materials and problem-solving instructional approaches after being involved in the program. Teachers stated that their instruction had improved.

8:00 a.m.-8:50 a.m. **EDUCATIONAL COMPETENCIES/CHARACTERISTICS (Discussion Session).....Mason Room**

PRESIDER: Linda T. Jones, Mississippi State University

EDUCATION COMPETENCIES: GRADUATES' AND SUPERVISORS' PERCEPTIONS

Daniel Fasko, Jr., Jeanne Osborne, and Richard Daniel, Morehead State University

The purpose of this study was to evaluate beginning teachers' and their supervisors' perceptions of the importance of education competencies that are stressed in the teacher education program at a southeastern university. Surveys were sent to education degree graduates and their supervisors for the period 1992-93. There were four categories of competencies included in the survey: (1) Planning Instruction, (2) Implementing Instruction, (3) Implementing Evaluation, and (4) Developing Professional Behavior. Twenty-six competencies were included under these four categories and presented in a Likert format.

The modal responses of graduates indicated that the four competency areas of Planning Instruction, Implementing Instruction, Implementing Evaluation, and Developing Professional Behavior were generally important. Also, supervisors generally rated these same competencies as important. Implications for teacher education training and research were discussed.

THE RELATIVE IMPORTANCE OF MASCULINE AND FEMININE BEHAVIORAL CHARACTERISTICS FOR EFFECTIVE TEACHERS: II

Jupian J. Leung, University of Wisconsin-Oshkosh

Certain behavioral characteristics have traditionally been considered masculine, while others have been considered feminine. The purpose of this study was to determine if

masculine and feminine behavioral characteristics are equally important for effective teachers.

Two independent samples of second-, third-, and fourth-year university students majoring in education (n=203 and n=92) responded anonymously to a questionnaire. The questionnaire asked them to rank order the importance of 12 behavioral characteristics (e.g., self-confident, understanding, objective, cheerful) for an effective teacher.

An examination of the mean rankings showed considerable agreement between the two samples in their ranking of the 12 characteristics. Eight of the 12 behavioral characteristics were ranked the same by both samples (e.g.,"self-confident" was ranked first by both samples) and the other four characteristics were ranked within one rank of each other (e.g., "cheerful" was ranked fifth by one sample and sixth by the other). The Wilcoxon rank sum test showed no significant differences in the mean rankings between masculine and feminine behavioral characteristics for both samples.

It was concluded that masculine and feminine behavioral characteristics were equally important for effective teachers according to university education students. The implication was to promote the development of "androgyny" among individuals who wished to become teachers.

8:00 a.m.-8:50 a.m. COMPUTER EDUCATION
(Training Session).....Lackey Room

IMPLEMENTATION OF COMPUTER TROUBLESHOOTING, SERVICING, AND REPAIR COURSES IN INDUSTRIAL TECHNOLOGY PROGRAMS

Mahmoud Arshadi Nejad, Mississippi State University

Surveys of Industrial Technology graduates, input from industry, and an examination of curricular trends have indicated a need for all industrial technology majors to possess more than a basic literacy of computers. Many industrial technologists need to be able to troubleshoot, service, and repair computers and related hardware.

The purpose of this session was to discuss how to teach students common and not-so-common computer problems, what causes problems, and how to handle problems when they arise. Both software and hardware problems were fully discussed. The presentation also covered how to install and upgrade different hardware and software, and the configuration, maintenance, and repair of PCs.

8:00 a.m.-9:50 a.m. STRUCTURAL EQUATION MODELING
(Training Session).....Logan Young Room

INTRODUCTION TO STRUCTURAL EQUATION MODELING: APPLICATIONS OF CONFIRMATORY FACTOR ANALYSIS AND PATH ANALYSIS

Theresa M. Akey, Gerald Halpin, and Glennelle Halpin, Auburn University

The purpose of this training session was to provide an introduction to structural equation modeling (SEM) using EQS for Windows. Basic SEM concepts and applications were presented at a beginning level. Objectives were to: (1) provide an overview of the usefulness of SEM as it applies to educational data analysis, (2) describe basic SEM concepts, (3) illustrate two basic applications of SEM, confirmatory factor analysis and path analysis, with real data, (4) demonstrate how to use EQS for Windows to conduct both confirmatory factor analysis and path analysis, and (5) discuss extensions of SEM to other types of data problems.

Activities included a presentation describing an overview of SEM, basic SEM concepts, and the research data for the two applications. Demonstration activities included setting up data files, developing models, conducting descriptive analyses, and analyzing structural models using EQS for Windows. The session concluded with a discussion of other SEM

applications and extensions.

9:00 a.m.-9:50 a.m. **ACTIVE LEARNING ENVIRONMENTS (Discussion Session).....Thames Room**

PRESIDER: Clifford A. Hofwolt, Vanderbilt University

SCIENTIFIC THEORY BUILDING AND ENVIRONMENTAL APPRECIATION: LEARNING EXPERIENCES WITH NATURAL MATERIALS

Indranie Dharmadasa, Auburn University

Research emphasizes the importance of experimentation, observation, investigation and exploration on the development of scientific knowledge in children. Providing opportunities for children to make discoveries for themselves in science activities can promote children's understanding and appreciation for the environment. Constructivists consider children as "young scientists" and "theory builders" who learn to think, make inferences, and solve problems in active learning situations.

In this research, it was hypothesized that involving children in learning situations with natural materials helps them build "theories" and develop appreciation of the natural environment. A series of learning activities was created using different kinds of plant material where children's interaction with the materials would activate interest and promote their construction of knowledge. These activities were conducted with a multi-age (five to eight years) group of children (n=10) for a period of two weeks. Activities were developed mainly to encourage observation and experimentation while providing opportunities for children to engage themselves in investigation and exploration. Observations and interviews were used to collect data, and qualitative analyses were performed on them.

Results revealed that if children were given challenging learning situations and appropriate materials to interact with, they built up scientific knowledge and developed appreciation of the natural environment.

THE EFFECTIVENESS OF AN OUTDOOR SCIENCE LABORATORY FOR INCREASING STUDENT USE OF SCIENTIFIC PROCESS SKILLS AT THE MIDDLE SCHOOL LEVEL

Tandra-Tyler Wood and Mike Cass, State University of West Georgia

The purpose of this study was to examine the effectiveness of a "hands-on" approach for teaching middle school students scientific process skills. Outdoor science labs were constructed in two middle schools, and a third middle school in the same system served as a comparison school. Seventy-five students from the seventh and eighth grades were randomly selected from the comparison school. These students were matched with students from the outdoor lab schools on birthday, ITBS reading scores, sex, grade, race, and income. Students in the lab schools received three hours of "hands on" instruction per week over a 16-month period in weather, conservation, pollution, and metric measurement units. All instruction was conducted by middle school teachers certified in science and trained by the senior researcher in employing process and critical thinking skills. The comparison school children simply received their regularly scheduled science instruction.

Seventh and eighth graders who received outdoor lab training demonstrated statistically significantly greater gains in process skills than children in the comparison group. Only eighth graders in the outdoor lab group demonstrated significant gains in environmental awareness.

Thus, the outdoor science lab appeared to be a viable vehicle for increasing lab time

at the middle school level, increasing students' knowledge of scientific processes, and increasing students' knowledge of the environment.

SCHOLARS, ACTIVE LEARNERS, AND SOCIAL BUTTERFLIES: LEARNING STYLES OF BIOLOGY I STUDENTS

Vicki Wilson, University of Southern Mississippi

One hundred sixty-six Biology I students in a high school in Mississippi completed the Learning Styles Inventory, a 45-item instrument designed to measure preference for channel of learning (visual, auditory, or kinesthetic), sociological environment (individually or in groups), and mode of expression (oral or written). A three-way ANOVA was used to examine learning style preferences based on sex, race, and level of course (regular or honors). Students in the honors classes were significantly different from students in regular classes in preference for learning through visual language and for reporting their knowledge through oral expression. African American females were significantly less kinesthetic than the other groups. There was a three-way interaction among sex, race, and level for written expression. A cluster analysis was used to describe three groups whose learning styles preferences can be addressed in the biology classroom: (1) the "scholars," who preferred learning through visual language, working individually, and showing what they have learned through written expression (21%); (2) the "active learners," who preferred learning through listening, engaging in active learning, and reporting what they have learned through oral expression (44%); and (3) the "social butterflies," who showed no preference other than working in groups (35%).

9:00 a.m.-9:50 a.m. **ADMINISTRATION (Discussion Session)..... Lackey Room**

PRESIDER: Linda T. Coats, Mississippi State University

THE EXTENT TO WHICH DISTRICT SUPERINTENDENTS PLACE IMPORTANCE ON SELECTED CHARACTERISTICS OF APPLICANTS

Charles W. Davidson, Jeffery K. Gray, and William F. Ferguson,
University of Southern Mississippi

It is essential that teacher-training institutions be aware of characteristics of teachers that school administrators deem desirable in their hiring. In order to determine this, a questionnaire listing a number of teacher characteristics was mailed to over 350 district superintendents selected at random from a national list containing information on each district in the United States. The superintendents were requested to mark on a scale from one to five (from not important to very important) how they felt about the importance of each characteristic. The characteristics ranged from "has some proficiency in using a personal computer" to "scores on tests such as the National Teacher Examinations." Approximately 72% of the superintendents returned the questionnaire.

A great deal of variation existed in how the superintendents viewed the importance of the teacher characteristics. Percentages and central tendencies of the superintendents' ratings of each characteristic were identified in the presentation.

A STUDY OF SELECTED TEACHER CHARACTERISTICS VALUED BY ARKANSAS PUBLIC SCHOOL ADMINISTRATORS

Robert Calvery, Southside School District (AR), and Glenn Sheets
and David Bell, Arkansas Tech University

The purpose of this study was to determine the teacher characteristics that Arkansas' public school administrators have used in making hiring decisions. Data for the study were obtained during the 1995-96 school year using a survey developed by the researchers. The questionnaire was mailed to 40 area school administrators. The instrument included 46 items with an option for administrators to add additional items. The instrument asked for a ranking in these areas: teacher abilities, school management, personal qualities, professional and social traits, and verification of information. Thirty usable instruments were returned (a 75% return rate) and average mean scores were computed for each of the areas.

The top characteristics included ability to motivate students, a genuine interest in students, an understanding of students' needs, and professional attitude. The quality of the job interview was the most important factor in making a hiring decision. The administrators shared a high level of agreement about the importance and assessability of factors commonly associated with teacher selection. Ratings suggested that administrators see the majority of these criteria/characteristics as important.

9:00 a.m.-9:50 a.m. EXCEPTIONAL EDUCATION (Discussion Session)..... Mobile Room

PRESIDER: Charles Davidson, University of Southern Mississippi

AN EVALUATION OF SPECIAL EDUCATION IN LOUISIANA

Jane Nell Luster, Louisiana Department of Education, and
Cliff Ouder, Assumption Parish (LA) Schools

The purpose of this study was to evaluate the effectiveness of special education in Louisiana. Effectiveness of special education in Louisiana was defined by examining outcome indicators in three categories: (1) students' access to service, (2) student performance, and (3) compliance. Information in four areas related to special education was also reviewed based on survey and descriptive data. These areas were climate, funding, students' performance, and general and special education teachers' feelings about their skill and training.

Effectiveness was considered to be relative and based on expected outcomes or results; there were few clearly identified standards or criteria against which comparisons can be made. In this study, quantitative data were examined over a three- or four-year period and compared to trends or expected patterns as defined by the state education agency, the federal government, and the literature in the field.

Students in need of special education were found to be able to access services. Effectiveness from student performance indicators was less clear based on an examination of test performance, reasons for exit, and disciplinary records. Concern about compliance areas also seemed to be an issue. On the other hand, qualitative indicators rendered a more comprehensive picture of the effectiveness of special education.

SPECIAL EDUCATION TEACHERS' ATTRITION IN KENTUCKY AND ITS REASONS

Qaisar Sultana, Eastern Kentucky University

The purpose of this study was to identify the factors that have contributed to special education teacher attrition in Kentucky. All full-time special education teachers enrolled in graduate classes in the fall and spring semesters were given a questionnaire. In addition to providing demographic information, they were asked to give three major factors that contributed to

special education teachers' attrition. A total of 97 special education teachers representing 26 counties ranging from three to 20-plus years of elementary, middle, or high school experience participated.

The responses were recorded and ranked by their frequency. Of the 30 factors identified by the subjects, "too much paperwork" ranked highest, cited by 79 respondents. Lack of support, respect, cooperation, and understanding by general education teachers was a distant second. Lack of support from the principal, the third major factor, was followed by lack of students' progress and non-special education related responsibilities.

These research findings parallel the results of national studies on the topic. They need to be closely examined and addressed by state, local, and building-level school administrators. Special education teacher preparation programs need to address them as well.

9:00 a.m.-9:50 a.m. EVALUATION (Discussion Session).....Wilson Room

PRESIDER: Larry G. Daniel, University of Southern Mississippi

THE RELATIONSHIP BETWEEN TEACHER EXPERIENCE AND LEVEL OF TEACHING WITH ASSESSMENT METHOD

Patricia L. Stephenson and Linda Bol, The University of Memphis

The purpose of the study was to examine the relationship between years of teaching experience and grade level of teaching with assessment practices and attitudes of teachers. Surveys were completed by 848 elementary and secondary teachers in the Memphis (TN) City Schools prior to the implementation of new teaching models in order to ascertain four domains of assessment: (1) methods currently in use, (2) cognitive level demanded by the methods used, (3) teacher confidence in developing and administering assessment methods, and (4) teacher confidence in validity of various assessment methods.

In addition to teacher assessment practices and attitudes being examined, teachers were asked to report their years of teaching experience along with grade levels and subject matter taught. In the analysis, a series of ANOVAs was used to compare assessment practices and attitudes as a function of teaching experience, grade level and subject matter. This expedited training by recognizing the extent of changes in assessment methods that were required in order to implement the new instructional models for each grade level and subject, as well as examining the differences in assessment practices for novice and experienced teachers.

GRADING PRACTICES AS AN ARTIFACT OF TEACHER VALUE SYSTEMS: HOW TEACHERS MAKE GRADING DECISIONS

Jim Flaitz and Anita Bright, The University of Southwestern Louisiana

Assigning grades is a task that nearly every classroom teacher must undertake. Grades may serve as an indicator of achievement and/or as a motivator and management tool. While there may be no intrinsic conflict between these two roles, specific grading decisions can take on wholly different aspects depending on which role the grade is viewed as primarily serving. In these instances, especially, a complex constellation of factors can influence the decision-making process, including professional knowledge, but also including both personal and professional values.

This paper explored how values, particularly professional values, impacted grading decisions, and argues for much greater attention to the matter of professional values in teacher education. It was argued that the presence or absence of professional knowledge may be a largely irrelevant factor in real-life grading decisions, absent a clear, articulate, and well-

integrated professional value system. In support of this contention, data were collected from undergraduate (preservice) and graduate (inservice) students, using a grading dilemmas instrument. The data supported the contention that how teachers arrived at decisions was largely independent of experience or training, and was primarily reflective of underlying values regarding the meaning of grades and the consequences of grading decisions.

EXTERNAL VALIDATION OF AN ASSESSMENT CLASS

Rob Kennedy, University of Arkansas, Little Rock

Over the past two years surveys have been conducted to content validate the material normally presented during a diagnostic and evaluative procedures course for elementary education majors. Although the content of the course was consistent with information normally found at this level, its validity could be strengthened by a review by practitioners. Also, by conducting the survey through class members, they would have the benefit of hearing testimonials from sources other than their instructor.

The 20-question form was based on a content outline of the course. Most of the questions were of the "Do you use . . . ?" or "Do you need to know . . . ?" type, but there were several open-ended questions, including one asking for recommendations. Members of four assessment classes were asked to interview, nominally, five teachers, for a total of well over 200 practitioners. Although they voluntarily responded to the survey, the respondents represented a wide range of backgrounds.

The results of the survey indicated that topics including behavioral objectives, Bloom's Taxonomy, and short-answer test items were being used in the schools surveyed. Performance testing appeared to be well-established. Norm-referenced standardized tests seemed to be losing favor, while interest in portfolios was strong.

9:00 a.m.-9:50 a.m. **RESEARCH METHODOLOGY: SURVEY RESEARCH (Discussion Session).....Mason Room**

PRESIDER: Kathy Kramer Franklin, East Tennessee State University

A PIECE OF THE PUZZLE: POTENTIAL CONFOUNDING OF TREATMENT EFFECTS WHEN FOLLOW-UPS ARE USED IN RESEARCH ON MAIL SURVEY METHODS

Judith A. Boser, The University of Tennessee

It is common in mail surveys to attempt follow-up contacts with nonrespondents to increase the response rate. Researchers studying ways to improve mail surveys typically use follow-ups with treatment and control groups alike. The purpose of this study was to examine the effect of follow-ups on the results of research on mail survey procedures.

Literature searches of four databases produced a list of 208 research studies conducted in the United States that investigated mail survey methods and employed a split sample approach. Of those studies, further examination yielded 28 papers (either published or on ERIC microfiche) in which follow-up contacts were initiated with nonrespondents, and response rates were reported at more than one stage of the survey.

The difference in response rates of treatment and control groups (or comparison treatment groups) was calculated after initial mailing and after each subsequent contact. It was found that in some cases a follow-up mailing increased the treatment effect, while in other cases it was reduced. Multiple follow-up contacts were more likely to reduce the treatment effect than to enhance it. Manipulated variables were seldom the subject of sufficient replication to support generalizations about the effect of follow-ups on specific variables.

THE RANDOMNESS OF MISSING VALUES IN SURVEY RESEARCH

E. Lea Witta, University of Southern Mississippi

Many missing data studies have simulated data, randomly deleted values, and investigated which method of handling the missing values would most closely approximate the original data. Regression procedures have emerged as the most recommended method. If the values are missing randomly, these procedures are effective. If, however, the values are not missing randomly, the use of regression procedures to handle missing data is questionable.

The purpose of this study was to determine if values were missing randomly in samples selected from the teacher cohort of the National Educational Longitudinal Study of 1988. Four sets of variables were selected: (1) two groups of eight variables, average inter-correlation of 0.0 and 0.5, and (2) two groups of four variables, average inter-correlation of 0.0 and 0.5. All cases containing one or more missing values were selected.

The pattern of missing values for each selected case was determined. It was assumed if values were missing randomly, the proportion of missing values (singly and combinations) would be equivalent. Chi-square analysis and proportion testing indicated that the proportion of missing values were not equivalent. The missing values were not missing randomly ($p<.01$). Implications of the use of regression procedures to handle non-randomly missing values were discussed.

9:00 a.m.-9:50 a.m. DISPLAY.....Sellers Auditorium (Rear Area)

EMPLOYMENT CHANGE PATTERNS OF SPEECH-LANGUAGE PATHOLOGISTS IN SCHOOLS

Janee Hatley, Tracy Holloway, and Terry Baggs, Arkansas State University,
and Martin Diebold, Eastern Kentucky University

The purpose of this study was to identify employment change factors that impacted on the shortage of speech-language pathologists (SLPs) in rural schools. A questionnaire was developed, piloted, and mailed to 575 nationally certified and licensed SLPs in Arkansas. Besides collecting basic demographic data, the questionnaire requested historical employment change information such as sequence and length of employment in several settings [including schools], as well as reasons for accepting employment in schools and other settings.

Descriptive statistics were used to characterize group data concerning: (1) career-long patterns and sequence of employment in various settings, (2) length of employment in settings, and (3) reasons for employment changes. Discussion and implications for recruiting and retaining qualified SLPs to work in rural schools were offered.

RETRIEVAL SYSTEM FOR TEST DATA: STATE, DISTRICT, SCHOOL, AND STUDENT LEVEL

Michele G. Jarrell, Malenna A. Sumrall, and Stephen W. Hebbler,
The University of Alabama

A system for retrieving and displaying statewide test data on a PC has been designed for use in a state department of education. The system could also be useful at the district and school level, as it allows easy access to test data from several years for all tests administered under the statewide testing program. The system uses simple menus to direct the user to the correct data. Data are accessed by the particular test (i.e., norm-referenced, subject area, graduation exam), by district code, by school code, and by student name. If a code is unknown, these may be

listed on the screen in order to allow the user to select the correct code. Once the test and the code are entered, the data from the latest administration are displayed. Information includes NCEs, percentile ranks, scaled scores, and percentage of students in the lower quarter. From the current year's data one can go to previous years' data, then back through the years. Each screen of data can be printed. The student-level data screens display the data for subtest and skill areas for each test.

GOING DOWN UNDER USING E-MAIL TECHNOLOGY

Jan E. Downing, University of Central Arkansas

The purpose of this session was to share an e-mail project used in an elementary math and science methods course with those who might be interested in adding a "touch"of technology to their teacher preparatory courses. The project involved communicating with four elementary classes in Australia. One sixth-grade class, two fourth-grade classes, and one second-grade class were involved in writing university students enrolled in CHED 4305 Math and Science for the Elementary School at the University of Central Arkansas. Each class was assigned to certain UCA students who were responsible for researching questions children had about math and science and e-mailing those answers to their classes. The paper included instructions describing how other school children could locate e-mail pals through the Internet.

THE THREE-LEVEL VOCABULARY CHART STRATEGY FOR STUDENT-CENTERED INSTRUCTION IN THE CONTENT AREAS

Arlene Adams, Coastal Carolina University

This presentation described an innovative instructional strategy that is designed to facilitate vocabulary learning in content area classes. In secondary content area course work, students are typically required to master a large number of vocabulary words that are essential for understanding the topic. It is difficult to teach vocabulary in interesting and motivating ways, and the failure to do so often contributes to students' poor mastery of the content. If content area instruction is to be successful, effective vocabulary instruction strategies must be implemented. This presentation described one such strategy.

The Three-Level Vocabulary Chart Strategy is a student-entered strategy in which students' prior knowledge about selected vocabulary is engaged before instruction. Then the students read or engage in instruction for the purpose of refining, clarifying, and extending this knowledge. After instruction, students use the vocabulary in elaborative speaking or writing tasks.

This strategy is based on sound language learning principles, and lends itself to comprehension-centered instruction. In addition, it is designed to lead students to success at life-long learning. The steps in the strategy, the rational for its use, and a variety of examples of uses for the strategy were presented.

DO TEST HEADINGS INFLUENCE THE PERCEIVED DIFFICULTY OF TESTS?

E. Rob Stirton, Andrew D. Katayama, and Linda W. Morse, Mississippi State University

The purpose of this study was to investigate the effects of test headings on the test taking processes. Fifty-four undergraduate students were randomly assigned to either a test heading condition or a nontest-heading condition. The test headings consisted of labels (i.e., easy, moderate, and difficult) along with brief descriptions used to signal arbitrary levels of difficulty for the items within each section. The nontest-heading condition contained no labels or

descriptors. Both groups read a 2,000-word text about the habits of wolves and coyotes and were limited to the same amount of reading time. Dependent measures consisted of number of questions correctly answered on a 24-item multiple choice test designed to measure students' recall of information about the text.

Independent t-tests were used to analyze differences between the groups' test scores and for differences within the sections of the test. Although no significant differences were found, the results suggested that there may have been some slight influence of the headings on the test scores and that headings can influence the perceived difficulty of the test.

10:00 a.m.-10:50 a.m. TESTS (Discussion Session).....Logan Young Room

PRESIDER: David T. Morse, Mississippi State University

USING "TESTLETS"/"PACKETS" IN CONFIRMATORY FACTOR ANALYSIS: AN EXAMPLE USING THE PPSDQ-78

Bruce Thompson, Texas A&M University and Baylor College of Medicine,
and Jan G. Melancon, Loyola University (LA)

Psychological type has proven useful in myriad educational applications, including career counseling and as an assessment of learning styles. The present study investigated the psychometric properties of one measure of type: the Personal Preferences Self-Description Questionnaire-78 (PPSDQ-78). Participants in the study were 422 university students.

The study explored the use of item "testlets" or item "packets", which are created by pairing item responses with opposite skewness (e.g., most negatively skewed with most positively skewed within a given scale, and so forth). This strategy enables the researcher to better meet the normal-distribution assumption of maximum-likelihood estimation of CFA factor pattern coefficients. The strategy also creates more reliable variable scores and more parsimonious models.

In the present study, the use of the strategy resulted in appreciably improved fit statistics for the same data. When model fit was evaluated with the PPSDQ's 78 items, the adjusted goodness of fit index (AGFI) was .68. However, after iterative item combination was used to create corresponding scores on only eight packets, the AGFI was .94. Thus, the use of the strategy is recommended in CFA research.

ALPHA-MAX: A NOVEL NEW MULTIPLE COMPARISON PROCEDURE

J. Jackson Barnette, The University of Alabama and James E. McLean,
The.University of Alabama at Birmingham

The purpose of this paper is to introduce a new multiple comparison procedure that takes maximum advantage of error available in the Analysis of Variance (ANOVA). There are dozens of multiple comparison procedures available to the researcher. However, each has certain disadvantages associated with its use such as requiring equal n, limited number of comparisons, not being suitable for complex comparisons, difficult to compute, or direction. The new "Alpha-Max" procedure eliminates these disadvantages and takes maximum advantage of the Type I Error available to the researcher.

Alpha-Max is applied by computing all comparisons of interest, simple or complex, using an hypothesis-wise error rate. The comparisons are ordered from smallest to largest p-values. The cumulative p-values are computed until they exceed the a priori error rate. All comparisons prior to the one when this occurs are significant. This procedure is based on the

Bonferroni Inequality and produces an experiment-wise error rate. It can be applied in a more conservative manner by prioritizing the comparisons prior to computing the p-values.

The Alpha-Max Procedure can easily be computed with any statistical package and applied in almost any situation. The paper provided the derivation, examples, and an empirical comparison with other multiple comparison procedures.

10:00 a.m.-10:50 a.m. EDUCATIONAL LEADERSHIP (Symposium).....Mobile Room

ORGANIZER: Harold L. Bishop, The University of Alabama

RETHINKING PRINCIPALSHIP PREPARATION PROGRAMS

Harold L. Bishop, Michelle Acker-Hocevar, and Julie Laible, The University of Alabama; Joyce Sellers, Tuscaloosa (AL) Public Schools; and Barbara Berman, The University of Alabama

The increasing accountability measures that legislative bodies, school boards, and the general public have initiated cause decision makers to reexamine standards used in the selection of principals. New standards require that persons holding such positions must possess knowledge, skills, and competencies that are different from previously required. Contemporary principals must not only have technical and conceptual skills, but also skills that establish collaborative environments. A model for assessing potential educational leaders was presented by Michelle Acker-Hocevar.

The literature is replete with warnings to educational leaders that traditional leadership methods, used in isolation, will not result in school cultures that produce maximum educational services. Theorists have advocated that educational leaders consider the various elements that impact local schools and school systems as social systems. Concepts such as moral leadership, realistic reflection, and conceptually-based decision making must be included in principalship training programs. A curriculum model was presented by Harold L. Bishop, and models of innovative instruction were presented by Julie Liable.

The symposium presented a conceptual model of an "Innovative Leadership Program." The model provided innovative techniques for assessing the potential of individuals to succeed in principalship training programs and their potential for demonstrating acceptable leadership practices and behaviors while employed. The symposium also provided information regarding curriculum and instructional models that resulted in well-trained candidates. Finally, the model provided a focus on the type of systematic and peer networks that are essential to ensure community empowerment and site-based collaboration. The internship model and the role of mentors was presented by Barbara Berman and Joyce Sellers.

10:00 a.m.-10:50 a.m. COUNSELING (Discussion Session)..... Thames Room

PRESIDER: Linda F. Cornelious, Mississippi State University

COUNSELOR FAMILY OF ORIGIN AND ABILITY TO DEVELOP THE THERAPEUTIC RELATIONSHIP: AN EXPLORATORY INVESTIGATION

Craig S. Cashwell and Robin Wilbourn, Mississippi State University

Research has examined the effects of personal development on counselor effectiveness. Further research has established a relationship between the counselors' family of origin and interpersonal skills. The purpose of this study was to determine the relationship

between counselors' family of origin and the quality of the therapeutic relationship with clients during a pre-practicum counseling experience. The Family-of-Origin Scale was used to measure counselor perception of family healthiness. The Barrett Lennard Relationship Inventory was used to measure client perception of the counselors' level of empathy. Results and implications of the study were discussed.

"ISSUES AND PROBLEMS FACED BY SCHOOL COUNSELING INTERNS"

Warren Housley and Katherine M. Dooley, Mississippi State University

The study investigated the problems encountered by school counseling students during their field based experiences. Preliminary data were collected retrospectively from doctoral level supervisors of school counseling interns. These data were used to develop a questionnaire that listed various problems and issues encountered in supervising students in their clinical field experience. The questionnaire was administered to approximately 60 school counseling students in their field-based experience. The data were analyzed using nonparametric statistical methods.

The results drawn from the study supported previous research that indicated school counseling interns experienced incongruence between their academic preparation and their field based experiences. The authors recommended a variety of techniques that supervisors may use to assist school counseling students in their transition from academia to the real world of practice.

A REVIEW OF ETHICAL ISSUES IN COUNSELING SUPERVISION

Robin Wilbourn, Mississippi State University

Counseling has developed a professional status in part because of the ethical standards that govern the behaviors of counselors and supervisors. Over the years, there has been an increased awareness within the counseling profession of ethical issues and legal responsibilities. This awareness of ethical and legal issues also has been addressed in the area of counseling supervision. Counseling supervisors often face unique ethical dilemmas because of the triadic relationship between supervisor, counselor, and client. Much of the counseling supervision literature has discussed ethical issues that relate to the supervisor-supervisee relationship, the supervisee-client relationship, and legal aspects of supervision. This presentation reviewed ethical issues in counseling supervision which include dual relationships, competence, informed consent, due process, negligence and malpractice, and vicarious liability.

10:00 a.m.-10:50 a.m. TEACHING EFFECTIVENESS (Training Session).....Lackey Room

TOP TEN LISTS AS PEDAGOGICAL AIDS: USING HUMOR TO ENHANCE TEACHING EFFECTIVENESS IN "DREAD COURSES"

Neelam Kher-Durlabhji and Susan Molstad,
Northwestern State University of Louisiana

A major issue in higher education today is concern about the quality of college teaching. At colleges where teaching is the primary mission of faculty, teaching effectiveness is of vital importance. This training session focused on the use of specific types of humor as a deliberate strategy in the classroom to enhance teaching effectiveness.

"Dread Courses" are those embodying difficult to master content and evoke high anxiety in students. In such courses the instructor's challenge is to deliver content skillfully intertwined with motivational strategies. These strategies reduce barriers associated with students' previous negative experience in the content area and low self-esteem that can result from poor performance.

The authors discussed the use of "Top Ten" lists to introduce the class, relieve student anxiety, gain student interest, motivate students to study, manage classrooms, and other topical issues related to classroom experiences. The entire training session was conducted in the form of "Top Ten Lists" to highlight the systematic use of this strategy. In a small group format, participants identified classroom situations that presented motivational challenges and also generated "Top Ten" lists for use in their teaching.

10:00 a.m.-10:50 a.m. TECHNOLOGY (Discussion Session).....Mason Room

PRESIDER: Malenna A. Sumrall, The University of Alabama

ADVANCED ADOPTION OF COMPUTER TECHNOLOGY IN THE CLASSROOM AND TEACHERS' PARTICIPATION IN VOLUNTARY INNOVATIVE ADOPTION ACTIVITIES

Marion T. Wesley, Jr. and Melvin E. Franks, Mississippi State University

Teacher rejection often obstructs educational technology adoption. This exploratory case study examined teachers' developmental advancement through Self, Management, and Impact concerns in adopting classroom-based educational technologies as related to familiarity with three computer technologies and to voluntary adoption activities. A combination of quantitative and qualitative methods was applied. Nineteen teachers at an elementary magnet school using CAI and multimedia computers in their classrooms completed the Stages of Concern Questionnaire (SoCQ). Graphical analysis of composite SoCQ Concerns Profiles indicated theory-consistent differences among the three technologies at Self and Management stages of concern, which disappeared at Impact stages.

Examination of individual concerns profiles indicated that the teachers fell into two levels of technology adoption: advanced and routine. Advanced adopters were interviewed for in-depth examination of adoption-related activities. Content analysis of interviews found that interviewees engaged in voluntary adoption activities, including: (1) self-initiated investigation of new technology resources, (2) experimentation with integrating technologies into teaching practices, and (3) collegial interaction with colleagues concerning effective use of technologies. Voluntary adoption activities had played a part in the teachers' radical alteration of their teaching practices over a period of time. Results indicated that voluntary adoption activities were related to teachers' predominant concerns about the innovations. Discussion included implications for technology innovation leaders concerning organizational strategies and staff development training to promote voluntary adoption activities among teachers.

INTEGRATING FACULTY USE OF TECHNOLOGY IN TEACHING AND TEACHER EDUCATION

Randall Parker, Louisiana Tech University

Having faculty who model the use of technology in their instruction and who require students to do the same is critical to developing educators who will integrate technology into their own teaching. The literature reveals that technology is not systematically integrated into most preparation programs and that lack of equipment, time, and training often limit

technological experiences for future and practicing teachers.

This study presented survey results from a college faculty (N=36) regarding the use of technology in instruction and perceived obstacles to increased use. Faculty reported using word processing (78%), databases (56%), online searches (44%), e-mail and the Internet (36%), use of computer lab (56%), and evaluation of software (36%) in their teacher preparation classes. Obstacles to increased use of technology that were identified were lack of hardware (56%), lack of software (64%), lack of time (47%), limited awareness of available technology (47%), and lack of training and experience with new technology (81%).

The results of this study have been used to develop a strategic plan to increase faculty development in technology, acquire additional hardware and software, increase departmental and external funding for technology, and increase the use of technology by faculty and inservice and preservice teachers.

HOW TECHNOLOGY TRAINING AFFECTS INSERVICE TEACHERS' USE OF AND ATTITUDES TOWARD TECHNOLOGY

Margaret L. Rice and Elizabeth K. Wilson, The University of Alabama

The purpose of this study was to determine the effects of training in technology on inservice teachers' use of and attitudes toward technology. A survey was administered to 115 graduate students participating in the Technology Scholarship Program for Alabama Teachers established by the Alabama State Legislature, which required students to take a sequence of three technology courses. The program was established to encourage the use of technology in Alabama public schools. The survey instrument consisted of a Likert scale, demographic data, and several open-ended questions. The open-ended questions examined the types of technology currently available in the respondents' classrooms and schools, whether the respondents acquired any computers for their classroom while attending the technology courses, and how taking the technology courses has benefited their students. Quantitative data were analyzed using primarily frequencies and percentages, while the open-ended questions were examined for common themes.

Results indicated that, since participating in the technology courses, a majority of the respondents used technology more often in their classrooms, used a wider variety of technologies, had a better attitude toward the use of technology, gained more confidence, and believed that the use of technology can help students learn more than traditional classroom teaching techniques.

10:00 p.m.-11:50 p.m. PROFESSIONAL EDUCATION (Training Session).....Wilson Room

ORGANIZER: Jimmy Carl Harris, Southeastern Louisiana University

LIFE AFTER GRADUATION: THINGS YOU NEED TO KNOW ABOUT THE JOB MARKET

Sheila Chauvin, Tulane University; John Dolly, The University of Alabama; Chris Eleser and Jimmy Carl Harris, Southeastern Louisiana University; Robert Lockwood, Alabama State Department of Education; William Person, Mississippi State University; and Anne Tishler, University of Montevallo

A panel of deans, department heads, search committee members, and others, all with professional education positions within the MSERA region, offered a candid discussion of their criteria, preferences, and experiences within the process of seeking and securing employment. This session was considered to be of particular interest to graduate students nearing graduation, as well as to anyone seeking a job change.

Subjects covered included the nature of the job market, requirements for various positions, and career patterns. The session also covered content and format of resumes and curricula vitae, cover letters, the interview process, follow-ups, and negotiating a contract.

The session began with panelist presentations of particular aspects of the subjects. During the discussion that followed, the panelists interacted with each other and with the audience. Audience participation was encouraged, with ample opportunity for questions. A paper, which contained guidelines provided by the panelists, was available for the audience.

11:00 a.m.-11:50 a.m. SCIENCE EDUCATION (Discussion Session).....Thames Room

PRESIDER: Kathleen M. Pittman, University of West Alabama

A COMPARATIVE STUDY OF PROBLEM SOLVING IN SIXTH-GRADE SCIENCE USING TRADITIONAL TEXTBOOK METHODS AND SCIENCE PROCESS THINKING

Karen Webb Smith and Patrick Kariuki, Milligan College

The purpose of this study was to determine if the inquiry or science process skill approach to teaching science was superior to the traditional lecture, textbook approach in the sixth-grade classes taught by the researcher. A related purpose was to identify a comparison between males and females who were taught the traditional textbook method or science process skills.

Two classes of 30 students each were chosen for this study. A pretest was administered that gave the researcher knowledge of problem-solving skills already obtained in both classes. A t-test on the pretest indicated that the two classes were similar academically. A posttest was conducted with the experimental and control groups after techniques in science process skills were taught to the experimental group only. Data were analyzed using t-tests for independent and dependent means and Pearson product moment correlations.

Results of the posttest indicated that there was a significant difference between students who were taught using science process skills and students who were taught traditional textbook methods. There was no significant relationship found between the genders.

RESPONDING TO CHANGES IN SCIENCE EDUCATION: ATTITUDES OF MIDDLE-SCHOOLERS TOWARD TWO SCIENTIFIC METHODOLOGIES: INTEGRATED SCIENCE AND TRADITIONAL SCIENCE

Terri McBride, University of Southern Mississippi

By today's projections, seven out of every 10 American jobs will be related to science, mathematics, or electronics by the year 2000. If junior high and middle school students have not grasped the fundamentals, they probably will not go any further in science, and may not have a future in a global job market. Studies have also revealed have that students are avoiding "advance" science classes.

In an effort to stimulate reform of middle school science students, science instruction, a pivotal yet often neglected segment of American education, was examined. This study sought to answer the question: Are the attitudes of integrated science students different from those of traditional science students? Another question answered from this study was: Do students who are enrolled in integrated science courses take more advanced-level science courses in high school?

Measures of attitudes were obtained from a sample of 300 students (n=300). One-half of the students received science instruction through the integrated science approach, and the other one-half received instruction through the traditional science approach. The instrument used to measure attitudes' of students was created by the originator of the integrated science program.

Data were analyzed using a series of analysis of variance.

A COMPARISON OF CHANGES IN ATTITUDES TOWARD SCIENCE IN CHEMISTRY AND ELEMENTARY SCIENCE METHODS COURSES

Clifford A. Hofwolt, Vanderbilt University

This study investigated whether students' attitudes toward science were changed as a result of experiences in a science course and/or a methods course. Most students taking elementary science methods also take a fundamentals of chemistry course. Of interest were changes in attitudes about science in prospective elementary science teachers as research has indicated that most elementary teachers have low attitudes and anxiety about teaching science in the elementary school.

Students in both classes were administered the survey instrument, What I Think About Science, at the beginning of the semester and again at the end of the semester. A t-test was used to determine if differences between beginning and ending attitudes existed for both courses.

Analysis of the data indicated that students' attitudes about science and chemistry in particular did not change in chemistry students. Elementary science methods student' attitudes about science and chemistry, in particular, showed a significant change in a positive direction. Elementary science methods students also showed positive gains in attitudes about biology and physics. Positive gains among elementary science methods students may have been due to the hands-on nature of the course and the fact that students found science interesting to learn and teach.

11:00 a.m.-11:50 a.m. NOVICE/EXPERT TEACHERS (Symposium)..... Mobile Room

ORGANIZER: Judy Burry-Stock, The University of Alabama

LINKING NOVICE THROUGH EXPERT TEACHING TO EDUCATIONAL REFORM

The papers in this symposium examined novice through expert teaching from a constructivist perspective. Multiple studies of the novice/expert continuum were presented on different aspects involving data from The University of Iowa's NSF-funded Scope Sequence and Coordination Project (NSF).

An Overview of the Expert Science Teaching Educational Evaluation Model (ESTEEM)

Judy Burry-Stock, The University of Alabama

The Expert Science Teaching Educational Evaluation Model (ESTEEM) was developed to evaluate expert science teaching according to a combination of constructivist and expert teaching philosophy. This perspective provides a sound theoretical basis for teaching and learning behaviors focusing on student-centered teaching that promotes meaningful, conceptual learning. ESTEEM is a professional development model containing five teacher and student instruments.

Beliefs of Constructivist Teachers Using a Novice Through Expert Rubric

Garry Varrella, The University of Iowa

Teacher beliefs underlie teaching practices. If reformers are to link practice to

beliefs, approaches to examining teachers' beliefs need to be explored. This paper reported on a study using a teacher belief rubric built to evaluate an open-ended question about the relationship between the teacher and her/his students. The instrument was constructed using both theoretical and empirical evidence and piloted on 20 teachers. Five factors explained 83% of the variance of 12 scoring points on the rubric. The data suggested that teacher beliefs can be measured, which is a step toward documenting the relationship between teacher beliefs and teaching practice.

How Long Does it Take to Become a Constructivist Teacher?
Robert Yager, The University of Iowa; Judy Burry-Stock, The University of Alabama; and Garry Varrella, The University of Iowa

The Teaching Practice Inventory (TPI) was designed to measure constructivist teaching practices from a self-report perspective. The instrument from ESTEEM was administered to 70 teachers from the SS&C inservice project. The novice/expert scale (Berliner, 1987; Burry-Stock, 1985; Dreyfus, and Dreyfus, 1986) aligns the continuum as: novice, advanced beginner, competent, proficient, and expert. A statistically significant ANOVA was calculated on the number of years in the SS&C Program by the total scores of the teachers. Teachers with five years of program involvement had a mean that placed them at the "proficient" level. The rest of the teachers fell at the competent level. Even with five years of involvement, the self-reported means did not reach the "expert" level. Educational reform emphasizing constructivist, student-centered, classroom teaching will not happen quickly.

Concept Mapping: Visualizing Student Understanding
Sandra K. Enger, The University of Iowa

A pilot study in the use of concept mapping as an assessment strategy to gain a visual representation of students' conceptual understanding was conducted with a random sample of teachers classrooms from the SS&C Project. Concept mapping in-service training was provided by SS&C staff members. Students completed concept mapping as a pre- and post-assessment of a module of study. Information collected from teacher logs and other student data suggested that concept maps have the potential for utilization by students and teachers both as a learning and an assessment strategy.

11:00 a.m.-11:50 a.m. COLLEGE STUDENTS (Discussion Session)..... Mason Room

PRESIDER: Rebecca McMahon, University of Scranton

LATENT STRUCTURE OF ACADEMIC PERFORMANCE AMONG COLLEGE STUDENTS
Jwa K. Kim and Heather Eldridge, Middle Tennessee State University

The purpose of this project was to develop a structural model utilizing several important variables related to academic achievement among college students. Measures of college GPA, high school GPA, ACT score, age, and the number of credit hours taken during the college years were collected from graduating seniors for the fall semester 1994 at a large southern state university. Out of 4,661 graduating seniors, only 1,296 students who completed all the variables were utilized for this study.

After using a series of descriptive statistics and a correlation matrix for included variables, a two-factor solution was obtained from an exploratory factor analysis with the PROMAX rotation through SAS. Based on the result of the exploratory factor analysis a

PROMAX rotation through SAS. Based on the result of the exploratory factor analysis a confirmatory factor analysis technique was adopted to establish a structural model for these variables through EQS. The two-factor model was confirmed with a high fit index (Bentler-Bonett Normed Index = .989). The characteristic and factor loadings of each factor were discussed. The possibility for further research to include other relevant variables was also suggested.

COMPARING PERFORMANCE OF TWO-YEAR COMMUNITY COLLEGE STUDENTS TO FOUR-YEAR NATIVE STUDENTS

Charlett A. Hollomon and Michael Snowden,
University of Southern Mississippi

The purpose of this study was to determine if there were differences in performance of native four-year university students to two-year transfer students. Students who graduated from a comprehensive university were studied. Data from these graduates were obtained and divided into two cohorts: those who transferred from a large community college in the same state and those who began and completed all their undergraduate work at the same university (native students). Each group was analyzed to determine if any differences existed in the students' academic ability as measured by ACT and their academic performance as measured by GPA. Differences were noted in ACT scores but no significant differences were noted in GPA scores. Cross-tabs were used to analyze differences in the majors students from the two groups chose. Explanations were suggested.

OUTCOMES-BASED ACCREDITATION OF TECHNICAL EDUCATION: A STRATEGY TO PROMOTE EXCELLENCE

Harry L. Bowman and G. Wayne Brown,
Council on Occupational Education

Institutional accreditation emerged in the United States during the late 1800s to promote standardization among schools of specific types, e. g., high schools (COPA, 1990; Bogue & Saunders, 1992). Beginning in the 1950s, accreditation assumed the primary role in assuring educational quality as a prerequisite for postsecondary institutions to participate in federal student financial aid programs. The purpose of this presentation was to describe a new strategy of accreditation for occupational education that focuses on outcomes, i.e., student competencies, program completion and placement rates, and customer (employer and completer) satisfaction.

As collegiate accrediting agencies have done, occupational education accrediting agencies historically have utilized a set of standards covering all aspects of the institution that are applied by: (1) institutional personnel to conduct an evaluative self-study based on the school's mission, and (2) an independent team of technical educators-evaluators to conduct an on-site assessment based on the same standards (COE, 1995; COE, 1996). While continuing to assess various institutional factors, the new strategy of occupational education quality assurance places major emphases on three core components: (1) occupational skill standards for program design, (2) skill assessment/certification for assessing program effectiveness with individuals, and (3) job placement of training recipients for assessing institutional effectiveness in meeting job market needs.

The presentation addressed all facets of the new strategy of accreditation to illustrate the multiple dimensions of occupational education quality assurance and its importance to students, employers, and the public.

MARKETABILITY OF THE GENERAL STUDIES MAJOR

Suzanne Krupica and Neelam Kher-Durlabhji,
Northwestern State University of Louisiana

This study was conducted to determine the marketability of the general studies major for undergraduate students. Thirty-five Human Resource managers were surveyed to identify hiring criteria deemed most important by employers. The managers rated the importance of various listed hiring criteria and also the importance of various preparation activities provided by the university.

For the 35 employers surveyed, motivation and enthusiasm were rated as the most important hiring criteria. In rating the importance of various preparation activities by students, the employers indicated that requiring students to enroll in courses that would improve written and verbal communication was most important.

Of the employers surveyed, 21 did not advertise specifically for someone majoring in General Studies. However, more that half the surveyed employers indicated that they were very likely to employ a graduate with a general studies major. The general studies majors were hired in both managerial and non-managerial capacities, and approximately half of the surveyed employers did not find it necessary to provide additional training for these employees.

This study had implications for career counseling in higher education settings. It added to the data base on career possibilities for students choosing various majors at the undergraduate level.

11:00 a.m.-11:50 a.m. STUDENT VIOLENCE (Discussion Session)..... Logan Young Room

PRESIDER: Carolyn Minder, Northeast Louisiana University

GENDER AND GRADE DIFFERENCES IN JUNIOR HIGH SCHOOL STUDENTS' PERCEPTIONS AND RESPONSES TO CONFLICT AND VIOLENCE IN THEIR PERSONAL LIVES

Gahan Bailey, Louisiana Tech University, and Richard Kazelskis,
University of Southern Mississippi

This study examined the perceptions of conflict and violence in the personal lives of seventh- and eighth-grade students and the ways these students responded to conflict and violence. The conflict/violence questionnaire used in this study consisted of 25 Likert-scale items in which the students indicated the degree to which they agreed or disagreed with statements reflecting how they perceived and responded to conflict and violence.

The students' perceptions were examined using a 2(gender) x 2(grade: 7 and 8) analysis of variance. Results of the analyses of variance indicated 15 significant main effects for gender and five significant main effects for grade.

Understanding the gender and grade differences in how students' perceived and responded to violence and conflict in their personal lives can result in age- and gender-appropriate programs being designed and implemented in schools. These programs can help reduce the levels of school violence and allow everyone to feel safer at school.

PEER MEDIATION TRAINING: A SOLUTION TO VIOLENCE IN SCHOOLS

Yvetta George and Joel Keiter, Nova Southeastern University;
Glennelle Halpin and Gerald Halpin, Auburn University;
and Donna Dagnese, Florida Atlantic University

Violence in schools has led to the creation of programs aimed at teaching students conflict resolution skills. Some have said that these programs are not effective. This study provided evaluative feedback from administrators and students at schools where students have participated in the Peaceful Solutions' Peer Mediation Program. Students (n=159) who were trained to be peer mediators answered questions designed to determine their perceptions of program effect. School administrators (n=14) answered questions pertaining to program effectiveness in their schools.

Results of log linear analysis supported the peer mediation training program. Administrators indicated that it had teacher support and a positive effect. A significant number of students who had been trained to use mediation found it to be a successful approach for alleviating conflict. These results supported the conclusion that peer mediation may help to reduce violence in schools.

SCHOOL VIOLENCE: A CLEAR AND PRESENT DANGER

Karen Clark, National University, and Jack Blendinger,
Mississippi State University

More than three million crime incidents occur in America's schools each year. Many teachers and students are unable to focus their full attention on academic matters. The National School Safety Center (NSSC) was created by a presidential directive in 1984 to meet the growing need to promote safe schools--free of crime and violence--and to help ensure quality education for all of America's children and youth.

The purpose of this qualitative case study was to probe the thinking of the founding director of NSSC in the attempt to discover new and relevant ideas that could be used by elementary, middle, and high school principals in their quest to establish safe school environments. Data were collected using a standardized open-ended interviewing technique applied to a key informant, i.e., an individual possessing special knowledge of particular phenomena.

The interviewing methodology produced thick descriptive material on the issue of school safety and what site-based administrators should be doing to cope with violence in the schools. Pertinent and practical information for school administrators was extracted from the data. The paper presented original data obtained and the process developed for distilling it into a form that would be useful to practicing administrators.

11:00 a.m.-11:50 a.m. AT-RISK STUDENTS (Discussion Session).....Lackey Room

PRESIDER: Judy A. Hale, Jacksonville State University

STUDENT VOICES: STUDENTS' PERCEPTIONS OF FACTORS PLACING THEM AT RISK OF DROPPING OUT OF SCHOOL

Patricia M. Britt, Mississippi State University

The purpose of this study was to give voice to students who are at risk of dropping out of high school. By better understanding student perceptions of at-risk factors, future dropout prevention programs may be improved.

The research question for this study was: What has been the process in the lives of these students, as perceived by the student, which has led to being considered at risk? In an effort to answer this question, qualitative data were collected from classroom observations and interviews, information from parents and other classroom teachers, journal entries and student records. Subjects for this study were purposefully selected group of 15 twelfth-grade students.

The data that emerged were classified into three areas: (1) home environment, (2) school environment, and (3) other factors or concerns (individual or personal). Based on the findings in this study, several conclusions were made. As far as their home life, students felt that there was not enough parental involvement, which led to increased teen pregnancies. In their school life, students had an overall negative feeling toward the entire school environment because of boredom and lack of concern for their problems. There were variations to responses to drugs in school with most students not viewing this as a problem. The majority of students expressed regret for their lack of achievement during high school and their desire for help from the educational system.

AN ISSUE OF EQUITY

Cecilia Bruton, Jo Farrow, and Donna Henry-White, The University of Alabama

In our school system, resources are allocated based on numbers of students rather than students' needs. This practice of resource allocation has resulted in uneven educational opportunities across the system. This unequal access to knowledge has become an issue of equity because access is predicated on the neighborhoods in which students live, the schools they attend, the classes to which students are assigned, and the number of at-risk students within those classes. The superintendent challenged our team to develop a set of weighted indices for at-risk students. In this action research, stakeholders were identified. The principals were polled for input about the possibility of implementation of a set of weighted indices. Data were gathered from a random sample of students from grades kindergarten through twelfth grade in the five diverse clusters within our system. From this data a matrix and a set of weighted indices were developed.

Ten critical at-risk indicators were identified including the following: suspensions were higher in many schools; low achievement on standardized tests became an at risk indicator; mobility resulted in incomplete school records; dysfunctional families contributed to being at-risk; socioeconomic levels of students varied by clusters; and cultural differences were recognized as an at-risk indicator.

12:00 Noon-12:50 p.m. MSER FOUNDATION LUNCHEON (Foundation Members Only)

12:00 Noon-12:50 p.m. HIGHER EDUCATION (Discussion Session).....Mason Room

PRESIDER: Dogoni Cisse, Western Kentucky University

EXPLORING THE DEFINITION OF INSTITUTIONAL EFFECTIVENESS IN HIGHER EDUCATION

Kathy Kramer Franklin and W. Hal Knight,
East Tennessee State University

State governments have become increasingly concerned with the accountability of higher education. In response to this concern, a majority of states has passed accountability mandates with the primary purpose of assessing institutional effectiveness. Whereas state mandates are reflections of the higher education values of state legislators, it is not clear what the degree of congruency is between these mandates and the higher education values of those charged with the responsibility of managing the academy.

The purpose of this study, which utilized a focus group method of inquiry, was to explore the criteria used by higher education administrators to evaluate institutional effectiveness. Four focus group sessions were conducted with 24 administrators of a southern,

regional, comprehensive university. A personal interview was held with the university president. Content analysis was used to explore the qualitative data for emerging attitude patterns about institutional effectiveness. These patterns were then converted into the criteria used by administrators to evaluate institutional effectiveness. The 12 administrator criteria addressed the importance of: (1) quality inputs, (2) effective operations, and (3) continued measurement of outcomes to the evaluation of institutional effectiveness. These criteria were then compared with the accountability mandates of the state in which these administrators operated in order to explore congruency.

STUDENT OPINION FORMS USED AS FACULTY EVALUATION AT SHELTON STATE COMMUNITY COLLEGE

Linda K. Baggett, Shelton State Community College

The purpose of the study was to revise the Shelton State Community College Student Opinion Form. The present form is more than eleven years old and was never analyzed for reliability or validity. This Opinion Form serves as a formative evaluation, helping instructors improve teaching effectiveness. Revision resulted in a 45-item form. The responses were on a Likert-type scale of five responses ranging from Strongly Agree to Strongly Disagree. The sample consisted of 425 students enrolled at SSCC during spring semester 1996.

The resulting data showed an alpha reliability of 0.98. After dropping 15 items, the reliability coefficient was 0.97. A principal component factor analysis with a varimax (orthogonal) rotation revealed the following four factors: (1) Instructor Behaviors, (2) Course Content, (3) Course Validity, and (4) Academic Requirements. These four factors were reported to the instructors as subscale scores. A profile was given to each instructor that compared their scores on the subscales with the scores of the total sample.

The revised Opinion Form is a reliable instrument with four subscales relating to instructor practices. Feedback from instructors aided in developing an interpretation of the results. These interpretations helped instructors evaluate their teaching methodologies and effectiveness.

FOUR- AND TWO-YEAR COLLEGE PERCEPTIONS OF ORGANIZATION EFFECTIVENESS AND DECISION-MAKING PROCESSES

Sheila Bassoppo-Moyo, The University of Memphis

This study compared faculty, administrators, and trustees at four- and two-year higher education institutions on their perceptions of nine dimensions of organizational effectiveness and six dimensions of decision-making processes. Findings reflected similar preferences among the three groups from both institutional types.

At the community college level the findings showed that administrators scored significantly higher on the specific dimensions of organizational effectiveness, which were job satisfaction, interaction with the external environment, and the ability to acquire resources. Faculty scored significantly higher than administrators on all decision-making processes except the consensus dimension. Faculty seemed less optimistic about collegiality in the organization. They perceived decision-making processes as bureaucratic and political, and as an organized anarchy.

Community colleges and four-year institutions differ in the types of students they attract. Because community colleges generally reflect the communities they serve, assessment programs on organizational effectiveness should be designed according to the characteristics of their primary constituents. However, the findings showed that community colleges and four-year institutions reflected similar perceptions of organizational effectiveness and decision-making preferences.

PROFESSIONAL DEVELOPMENT GOALS OF FACULTY: PERCEIVED IMPORTANCE AND PRIORITY

Sheila W. Chauvin and N. Kevin Krane,
Tulane University School of Medicine

Full-time faculty at Tulane University School of Medicine were surveyed to examine their perceptions of specific professional development goals. This study was unique because it focused on faculty members' goals, rather than simply their perceived needs and preferences for activities.

All full-time faculty (N=433) received a questionnaire containing 15 professional development goals. Respondents rated the importance of each goal using a four-point Likert scale and ranked their top three goals from this list. Demographic data were collected. Various statistical analyses were completed for the total sample and for subgroups.

Data from 231 usable questionnaires (53.35%) revealed similar responses for the total sample and subgroups by discipline. For the total sample, the top three rank-ordered goals pertained to discipline-specific knowledge, clinical skills, and research productivity; goals pertaining to teaching were ranked seventh or lower.

Results of this study were interesting and suggested two important points: (1) an individual's priority for professional development is influenced by individual and organizational features, and (2) contemporary faculty development efforts will be faced with increasing challenges to accommodate individual and organizational expectations. Though this study was conducted in a medical school environment, the conclusions were considered to be applicable to a wide variety of higher education settings.

12:00 Noon-12:50 p.m. ADOLESCENTS (Discussion Session).....Wilson Room

PRESIDER: Otis K. LoVette, Northeast Louisiana University

THE RELATIONSHIPS AMONG FEAR OF SUCCESS, SELF-CONCEPT, AND CAREER DECISION MAKING

Wanda Staley, Daniel Fasko, Jr., and Deborah Grubb,
Morehead State University

The purpose of this study was to examine the relationships among fear of success, self-concept, and career decision making of adolescents. Two hundred seventy-six students from three middle and three senior high schools in eastern Kentucky participated in this study. Each participant completed a survey packet including the Fear of Success Scale (FOSS), Career Decision Scale (CDS), and the Coopersmith Self-Esteem Inventory (SEI).

Career decision scale scores were divided into two measures: (1) a Certainty scale score (CDS1), and (2) an Indecision scale score (CDS2). Pearson correlation coefficients were obtained comparing fear of success, self-concept, and career decision making. FOSS was positively related to CDS2, $r=.1688$, $p<.01$; i.e., as FOSS increased so did one's indecision about a career. Also, FOSS, was negatively related to SEI, $r=.1430$, $p<.05$; i.e., as FOSS increased one's self-concept decreased. CDS1 was positively related to SEI, $r=.1544$, $p<.01$; i.e., as certainty regarding one's career increased so did one's self-concept. Lastly, CDS2 was negatively related to SEI, $r=.2300$, $p<.01$; i.e., as indecision regarding careers increased, self-concept decreased. A Spearman rho analysis, conducted on grade with these variable, found that grade was negatively related to CDS2, $r=.2139$, $p<.001$; i.e., the higher the grade, the lower the indecision regarding one's career. Implications for practice and research were discussed.

LIVES OF RESILIENCE: GIFTED LATINO YOUNG MEN IN THE INNER CITY

Thomas P. Hebert, The University of Alabama

Many intelligent young people living in urban environments are at risk for not reaching their full potential in school and in life. However, some young people do overcome great adversity in their lives and many barriers to achievement. This ethnographic case study research explored such resilience as it related to gifted young men in the inner-city and examined the life experiences of three gifted Latino males attending an urban high school in the Northeast.

Participant observation and semi-structured interviews were sources of data. Data were collected over a seven-month period with observations being conducted at school, at home, and in the community. In-depth, tape-recorded interviews were conducted with the three participants, their teachers, counselors, coaches, parents, siblings and peers. Field notes and transcribed interviews were analyzed using the techniques of constant comparison and analytic induction.

The results of the study indicated factors related to resilience were: belief in self, family factors, extrafamilial sources of support, aspirations, and constructive use of time. Implications from the study included the importance of staff development concerning resilience and the important role that mentorships, extra-curricular programs, and role models played in the lives of resilient young people.

12:00 Noon-12:50 p.m. ENGLISH EDUCATION (Discussion Session).....Thames Room

PRESIDER: Patricia Davis-Wiley, The University of Tennessee

A FOLLOW-UP STUDY OF THE LASTING BENEFITS OF COOPERATIVE EDITING FOR REMEDIAL FRESHMAN COMPOSITION STUDENTS

Sue S. Minchew and Neil G. Amos, Mississippi State University

The purpose of this study was to investigate the lasting benefits of cooperative editing in remedial freshman composition. It was a follow-up to a study that indicated that 38 remedial composition students taught standard written grammar by cooperative editing of real student papers committed significantly fewer ($p<.05$) nonstandard errors on their own papers than 41 remedial composition students who were taught grammar by the traditional lecture/discussion/textbook method.

An ANCOVA (grades on a diagnostic paper written at the beginning of the remedial course served as covariate) was used to compare the mean grades of the cooperative editing students and the traditional students in the subsequent two required freshman composition courses. Results revealed that significantly higher ($p < .05$) mean grades were obtained in both courses by the cooperative editing students. Additionally, the cooperative editing students had a significantly higher ($p <.05$) rate of retention than the traditional students.

PRESERVICE TEACHERS DISCUSS DIVERSITY THROUGH ADOLESCENT LITERATURE

Janet E. Benton, Western Kentucky University

The purpose of the study was to examine the responses of preservice language arts teachers to adolescent literature representing culturally diverse perspectives. The study explored the preservice teachers' construction of individual and group responses to the multicultural literature while also investigating how such literary works could impact curricular choices and instructional practices in their future secondary and middle grades classrooms.

This study was situated in the classroom experiences of preservice language arts teachers during a four-month semester. Rich discussions emerged throughout the four-month period as the students examined their own reactions to various adolescent novels along with the instructional methods available for incorporating these novels into their teaching practices. The data sources for this classroom-based study included field notes compiled by the university instructor, written documents produced by the preservice teachers (reading logs, written lesson plans, and an open-ended questionnaire), and individual, semi-structured audio-taped interviews with the preservice teachers.

Throughout the data, the preservice teachers expressed the personal and professional benefits derived from their work with adolescent literature representative of diversity. The use of literary selections from multiple cultural perspectives can help preservice teachers learn more about themselves and others while putting a commitment to diversity into practice.

12:00 Noon-12:50 p.m. FACTOR ANALYSIS (Training)..... Lackey Room

CONFIRMATORY FACTOR ANALYSIS: A WORKSHOP FOR BEGINNERS

E. Lea Witta and Larry G. Daniel, University of Southern Mississippi

Confirmatory factor analytic methods are being used with increasing frequency in educational research. Although these methods are mathematically complex, they are relatively easy to use given the availability of current software packages. The purpose of this training session was to introduce participants to the basic logic underlying confirmatory factor analysis and demonstrate its use. The session consisted of several components.

First, a basic explanation of confirmatory factor analysis was presented. Limitations of this procedure, why it was used, and its relationship to construct validity of tests were included in this section. Second, confirmatory factor analysis was contrasted with exploratory factor analysis. Emphasis in this component was on testing established theory versus data exploration. Third, use of the AMOS software package was demonstrated. This demonstration included how to draw, label, and produce results for the desired model. Fourth, comparison of the constructs from two competing theories was illustrated using AMOS. This component included a discussion of basic decision making using chi-square difference.

1:00 p.m.-1:50 p.m. COGNITION (Symposium)..... Mobile Room

ORGANIZER: Daniel H. Robinson, Mississippi State University

DISCUSSANT: Christopher H. Skinner, Mississippi State University

WHEN WORDS ARE REPRESENTED IN MEMORY-LIKE PICTURES: EVIDENCE FOR SPATIAL ENCODING OF STUDY MATERIALS

A Replication of the Second Experiment of Robinson, Katayama, and Fan (in press) Using Computer Presentation, More Difficult Memory Tasks, and Better Design
Andrew D. Katayama, Mississippi State University

A Second Replication of the Second Experiment of Robinson, Katayama, and Fan Using an Even More Difficult Verbal Memory Task and a Different Learner Population
Daniel H. Robinson, Mississippi State University

Demonstration of an Adjunct Display Effect Without the Concurrent Memory Tasks
Sheri L. Robinson, Mississippi State University

Three experiments were reported that investigated whether information that is encoded as a result of viewing either texts, outlines, graphic organizers, or concept maps is retrieved from memory in a way that involves the visuo-spatial sketchpad component of working memory (Baddeley, 1986). Undergraduates attempted to retrieve information from memory after they had viewed one of the four types of study materials, while concurrently trying to remember either a set of numbers or a configuration of dots. Results revealed that, when students viewed spatial displays such as graphic organizers and concept maps they had more difficulty remembering the dot configurations than when they viewed linear displays such as texts and outlines. No differences in performance were observed for memory of the sets of numbers. Thus, it was concluded that studying spatial study materials led to the construction of spatial mental models; however, these models facilitated learning only when the materials were spatially efficient. Explanations about why graphic organizers were advantageous to the other three types of study materials were discussed.

After the three presenters presented their findings, the discussant commented on the findings, and questions and comments were posed by members of the audience.

1:00 p.m.-1:50 p.m. DISPLAY ..... Sellers Auditorium (Rear Area)

THE MULTIPLE ABILITIES PROGRAM (MAP): A MODEL FOR PRESERVICE TEACHER EDUCATION

Gale C. Colvert and Martha J. Larkin, The University of Alabama

The Multiple Abilities Program (MAP) at The University of Alabama is a five-semester, competency-based program intended to prepare undergraduate preservice teachers with the knowledge and skills to teach all students regardless of labels or settings. The display highlighted features of MAP's integrated approach to preparing educators who will be eligible to teach students in general and special education (mild learning and behavior disabilities) settings K-6. Participants visiting the display had an opportunity to learn about the organizational framework of MAP from the development of its spiraling curriculum through completion of the program by the first cohort of preservice teachers in 1996. A unique feature of the program is the integration of over 50% of the preservice teachers' time in multiple apprenticeships working with expert Mentor Teachers in special education, inclusion, and elementary classroom settings.

The interactive MAP display enabled those interested in teacher education to share ideas and inquire about this innovative model. Teacher educators may find information about MAP useful in creating new teacher preparation programs and/or revising existing programs. Information and publications regarding various ongoing quantitative and qualitative studies about MAP assessment and program evaluation were available for examination.

WHICH ACTIVITY--INDIVIDUAL STUDY, COOPERATIVE LEARNING, OR INTERACTIVE MULTIMEDIA --BEST ENHANCES LECTURE -BASED DISTANCE EDUCATION?

Nancy Boling, Mississippi State University

The purpose of this study was to determine which learning activity--individual study, cooperative learning, or interactive multimedia--in addition to lecture-based distance education was most effective and satisfying. Subjects were college students enrolled in athletic training classes.

Pretests were given at the beginning of the semester to subjects during their

respective class periods. Two weeks later on two consecutive nights, half of the subjects were located at remote sites and received interactive (two-way audio/two-way video), lecture-based, distance education instruction. They were then randomly assigned to one of three groups: individual study, cooperative learning, or interactive multimedia. Each group was given five minutes of instructions pertinent to the treatment. After receiving the treatment, the subjects were given a posttest and a satisfaction inventory. The following night, the other half of the subjects received the same treatment. This was because of the restrictions of the multimedia computer lab, which had a capacity of only 20 students. Appropriate statistical analyses were applied.

ELEMENTARY TEACHERS' PERCEPTIONS OF INTEGRATION

Sunya T. Collier and Kathy Nolan, The University of Alabama

This display illustrated how elementary teachers interpreted and understood three curriculum models: integrated, thematic, and interdisciplinary. Prior to staff development on interdisciplinary instruction, inservice elementary teachers (n=22) completed a questionnaire in which open-ended items asked them to reflect upon their understanding of integrated, thematic, and interdisciplinary instruction. Answers were clustered and compared to determine theoretical disposition and understanding.

Results indicated that inservice teachers were not in agreement about the definition, application, or evaluation of integrated, thematic, and interdisciplinary instruction. Thirty percent reported that they did not see them as distinct. In addition, theoretical understanding of the three curriculum models revealed the relative presence or absence of a constructivist orientation.

Recommendations for teacher development programs included finding ways to target preservice and inservice teachers' theoretical conceptualization as it impacts curriculum choice. Addressing misconceptions of integrated, thematic, and interdisciplinary instruction during teacher preparation and staff development may enable teachers to more effectively select and use these curriculum models in the elementary school classroom.

STRATEGIES FOR INTEGRATING MATHEMATICS AND LANGUAGE ARTS: A FOCUS FOR PRESERVICE TEACHERS

Susan T. Franks and Nancy V. Miller, Mississippi State University

The display provided specific details and ideas to help preservice elementary teachers integrate language and content in the curricular area of mathematics. The display focused on using children's literature as a means to teach mathematical concepts. Books that incorporated mathematical concepts were presented. Ways that these books may be included in thematic units in the elementary grades were discussed.

The ideas presented have been used by preservice teachers as a part of field experiences. Using children's literature to teach mathematics has been found to not only foster mathematical understandings, but also to reduce math anxiety and avoidance.

1:00 p.m.-1:50 p.m. PARENT INVOLVEMENT (Discussion Session)..... Thames Room

PRESIDER: Marcia O'Neal, The University of Alabama

PARENT INVOLVEMENT IN TYPICAL CLASSROOM LESSONS: CHANGING ATTITUDES TOWARD SCHOOL

Beatrice K. Volkman, University of Scranton

A professor, preservice teacher volunteers, and inservice teachers in a mid-sized urban school district investigated the impact of parental involvement in typical classroom lessons to determine if including parents in regular classroom lessons would affect: (1) parent, student, and teacher attitudes toward school, and, subsequently, (2) student attendance in class.

The 1995 spring semester elementary school pilot teamed parents with their children during a typical classroom lesson once each month. Preservice teacher volunteers worked with students who had no parent present during the lesson and engaged students afterward so that the teacher could talk with parents. The project provided education student volunteers early classroom experience and opportunity to collaborate with inservice teachers and professors in action research. Qualitative results indicated a gradual positive change of attitude in parents, students, and teachers. Group mean comparisons of attitude and attendance variables were significant ($p < .05$).

The elementary pilot expanded in the 1995-96 study and will continue in 1996-97. The 1996 middle school pilot will also continue in 1996-97. Qualitative results and group mean comparisons of attitude and attendance variables for 1995-96 were reported.

PARENTAL EDUCATION, FAMILY CONFIGURATIONS, AND PARENTING STYLES

Jupian J. Leung, University of Wisconsin-Oshkosh, and
J. Gordon Nelson, Jacksonville State University

The purpose of this study was to determine if parenting styles differed according to the educational level of parents and the family configuration of students (intact vs. non-intact).

A total of 843 sixth-, eighth-, tenth-, and twelfth-grade students from public and Roman Catholic schools responded anonymously to a questionnaire. The questionnaire included Likert-type items measuring parenting styles (e.g., my parents have no rules for me about watching TV) and questions focusing on demographics (e.g., students' family configuration, level of parental education).

Factor and reliability analyses resulted in three indices of parenting styles with acceptable reliability (coefficient alpha of at least .70): authoritarian, permissive, and authoritative. Multivariate and univariate analysis of variance showed that parents with higher levels of education were perceived by their children to be less permissive but more authoritative than those with less education. Parents in intact homes were perceived by their children to be less permissive than those from non-intact homes.

It was concluded that parenting styles are related to parental education and family configurations and could explain why students from higher socioeconomic status and intact homes tended to outperform those from lower socioeconomic status and non-intact homes.

FAMILY LEARNING ENVIRONMENTS OF RURAL AFRICAN AMERICAN CHILDREN IN GRADES K-4

Linda T. Jones and Jack Blendinger, Mississippi State University

This study examined parent-child interactions associated with educational success. Students spend about 70 % of their waking hours outside of school. How that time is spent can have a significant influence on what and how much children learn.

Thirty parents of children in grades kindergarten through four comprised the subjects for this qualitative study. The 30 children whose parents participated in the study were identified by their teachers as being more successful or less successful in school. Data were collected using a standardized open-ended interviewing technique. The focused interviews with parents produced descriptive information on family life. Data obtained were organized into themes for purposes of analysis, interpretation and reporting.

Findings from this study provided insight into children's study habits at home, parental monitoring of out-of-school activities, daily family routines, encouragement of children's progress, reading and writing activities, and parental goals and expectations. Parents' ideas on what the school staff could do to help children succeed in school were also obtained.

PREPARING PRESERVICE TEACHERS TO INVOLVE FAMILIES IN EDUCATION

Vivian Gunn Morris, Satomi Izumi Taylor, and
Janie Knight, The University of Memphis

The purpose of this study was to determine the extent to which selected course experiences influenced preservice teachers' perceptions of their comfort and competence levels in planning and implementing parent/family involvement programs in schools. Measures of comfort and competence levels were obtained from a sample of 31 preservice teachers who completed pre-post assessments and post-semester reflective statements related to their ability to work with parents. Comfort and competence levels measures related specifically to conducting parent conferences, developing parent involvement/education plan, involving parents in school activities, and planning and conducting parent workshops.

Pretest and posttest means were compared using a t-test for dependent samples to determine whether respondents' perceptions changed as a result of course participation. All t-values for pretest and posttest item mean comparisons were significant ($p < .05$). A variation of the constant comparative method of data analysis suggested by Strauss was used to analyze the qualitative data obtained from students' reflective post-semester statements. Four major themes emerged from the analyses of the qualitative data.

Both quantitative and qualitative data analyses revealed that course experiences made a significance difference in enhancing the students' perceptions of their comfort and competence levels in planning and implementing parent/family involvement programs in schools.

1:00 p.m.-1:50 p.m. **PROFESSIONAL DEVELOPMENT (Symposium)..... Wilson Room**

ORGANIZER: E. Dean Butler, University of Memphis

ADDRESSING PROFESSIONAL DEVELOPMENT NEEDS IN TENNESSEE SCHOOLS

Addressing Professional Development Needs in Tennessee Schools

E. Dean Butler, The University of Memphis

School accountability systems, Goals 2000, new content standards, innovative pedagogies, student assessment strategies, and bottom-up reforms have contributed to the recognition that ensuring the continuous development of Tennessee educators is the state's most pressing need (1996 Master Plan). As in other states, deliberations are underway to explore state infrastructures, new models of adult learning, interfacing teacher development and organizational renewal, job enhancements, and work-embedded learning, team-based projects, and collaborations with higher education. Many of the issues are associated with a contemporary paradigm shift grounded in constructivist theories and practices.

To provide a knowledge base for policy makers to use, an assessment of Tennessee professional development policies and practices was conducted in 1995-96. Inquiry designs and major findings were presented, and state and school district leaders addressed implications of the research for planning alternative delivery formats for continuous teacher learning.

Time was reserved for participants to offer comments and exchange ideas with the presenters.

Determining Best Practice for Professional Development
E. Dean Butler, The University of Memphis

A literature review of theory, "best practices," promising models and constructivist principles was conducted as part of planning for an assessment of professional development policies and practices in Tennessee. These strategies were reviewed, and "best practices" recommendations were summarized.

Using Multiple Inquiry Strategies to Assess Professional Development Practices in Tennessee
Carol Plata Etheridge and E. Dean Butler, The University of Memphis

Multiple inquiry strategies were used for obtaining and analyzing field data and quantitative information about professional development practices in Tennessee. These strategies were described, and major statewide findings were summarized.

Implications of Research Findings for District-Level Practice
Marty Alberg, The University of Memphis

Implications of the research for district-level infrastructures were summarized along with a status assessment of district-level delivery systems addressing professional development priorities. Additional research-based information needs of professionals responsible for planning and supporting teacher growth were identified.

1:00 p.m.-1:50 p.m. COUNSELING (Discussion Session)..... Mason Room

PRESIDER: Deborah Grubb, Morehead State University

THE USE OF EXPRESSIVE ARTS WITH ADULT SURVIVORS OF CHILDHOOD ABUSE

Jean Looby and Debbie Baker, Mississippi State University

The purpose of this study was to determine the efficacy of various art mediums in working with adult survivors of childhood sexual abuse. Measures of efficacy were obtained from a sample of four survivors who participated in a seven-month therapy group. Complementarity between therapist and group members was measured along two dimensions: (1) interaction styles, and (2) resistance or conformity to therapy. Art mediums used in this study were life mats, drawings, and writings. Efficacy was measured along three dimensions: (1) session depth and impact, (2) session value, and (3) positive and negative aspects of session and of therapist. Results indicated differences in efficacy of mediums used. Writing exercises produced more emotional arousal than life mats or drawings. Group members reported increased awareness of the impact of childhood sexual abuse on their behaviors and a stronger connection between cognitions and emotions.

AN EXTENSION OF MISPERCEPTION THEORY TO RAPE MYTHS

Michele E. Caruso, Nicholls State University, and Katherine M. Dooley, and Robert Leiter, Mississippi State University

The purposes of this study were to determine whether students misperceived group norms about acceptance of rape myths and to determine the effectiveness of a rape myth reduction intervention in reducing acceptance of rape myths. By examining these two factors, the basic tenets of Misperception Theory were applied to the area of sexual assault. The General Attitude Toward Rape scale was administered to 274 undergraduate students as a pretest and posttest. A myth reduction intervention consisting of information gathered in the pretest was conducted.

A t-test analysis indicated a significant difference between students' perceptions of their classmates' acceptance of rape myths and their classmates actual acceptance of rape myths. Further analysis using a t-test indicated no significant difference in posttest attitudes for students who participated in the intervention compared to students who did not participate in the intervention.

The results of this study implied that misperceptions did exist regarding acceptance of rape myths. Therefore, the extension of the basic tenets of Misperception Theory to sexual assault was supported. The results also implied that a one-time, brief myth reduction intervention was not effective in reducing acceptance of rape myths.

TYPE OF COUNSELORS' MORAL DEVELOPMENT STYLE RELATED TO EMPATHIC EXPRESSIVENESS TOWARD CLIENT

Jennifer Lewis and Glenn Reeves, Mississippi State University

The purpose of the study was to determine whether significant differences existed between counselors' level of empathy toward clients matched with the same moral orientation as opposed to those of mismatched orientations. An analog study was conducted using video vignettes. The vignettes were presented to counselors divided into two groups of moral orientation. Care and Justice orientations were measured using the Measure of Moral Development. Empathy levels were measured according to the facilitative level of the counselors response with the Empathic Understanding Scale. Results and implications were discussed.

1:00 p.m.-1:50 p.m. AT-RISK STUDENTS (Discussion Session)..... Logan Young Room

PRESIDER: Dennis Zuelke, Jacksonville State University

SCHOOL READINESS: RECONSIDERING ASSESSMENT AND PLACEMENT ISSUES

Martha P. Carlton and Adam Winsler, The University of Alabama

School readiness can be defined as that quality within a child that renders her or him able to successfully participate in the regular public school curriculum. Readiness is usually determined by chronological age or developmental level as determined by tests such as the Metropolitan Readiness Test or the Gessell School Readiness Test. Both methods separate the kindergarten population into two groups: those who are ready for school and those who are not.

This presentation reviewed the methods used to assess a child's readiness and the success of placement options available for children who were identified as being unready for formal schooling. Although there has been little research to support the use of retention, delayed entry, and extra-year classes, these have become the main educational remedies recommended for children determined to be unready. Studies have shown that retained children do not perform non-retained peers, yet they have more negative feelings about school and are at greater risk for dropping out. Determining school readiness is a waste of school resources if educators have no viable solutions for children who are not ready.

THE IMPACT OF GRADE RETENTION ON K-5 ELEMENTARY STUDENTS: PERCEPTIONS OF EDUCATORS IN STATES SERVED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Dolia McIntosh Patterson, Julie Laible, Harold L. Bishop, and
Michele Acker-Hocevar, The University of Alabama

The purpose of this study was to analyze the perceptions of educators in states served by The Southern Association of Colleges and Schools (SACS) regarding the impact of grade retention on K-5 elementary students. The study elicited responses from principals and teachers of schools from 11 states located in the southern region of the United States. A 37-item questionnaire was mailed to 384 persons currently employed in K-5 elementary schools in school districts from these states. Data from the 309 returned questionnaires were analyzed using ANOVA. Narrative responses were included to provide expanded information concerning the experiences of the participants.

The analysis of the data revealed that there was no significant difference between the principals and teachers from the 11 states served by SACS regarding their perceptions of the impact of grade retention on K-5 students.

Common themes that emerged from the narrative responses of principals and teachers regarding their experiences with retained students revealed that: (1) a majority of the principals and teachers agreed that retention has helped more than hindered student success; (2) students performed according to their expectations during the second year in class; and (3) the benefits of retention were greater than any of its negative effects.

FAMILY CONSTELLATION, PARENT FUNCTIONING, AND RESILIENCE IN YOUNG CHILDREN WHO LIVE IN POVERTY

Elizabeth E. LaVergne-Pinkett, University of Southwestern Louisiana

The purpose of this study was to examine the relationships among family constellation, parent social functioning, and resilience in preschoolers who live in poverty. Subjects consisted of 45 three-, four-, and five-year-old preschool children from three child development centers. Resilient and non-resilient classifications were based on social and cognitive dimensions of child functioning.

A series of multiple regression analyses was computed to determine the presence and degree of any predictive relationships between the variables of interest. For family constellation, the presence of other siblings in the home and number of siblings appear to be strong predictors of resilience. For parent functioning, self esteem appeared to be a strong predictor of resilience in young children.

The present findings reinforced the importance of including family characteristics in examinations of resilience in young children. Implications were present for work with parents and teachers in helping young children develop healthy coping skills.

2:00 p.m.-2:50 p.m. **CONSTRUCTIVISM (Symposium)..... Thames Room**

ORGANIZER: Yardley S. Bailey, The University of Alabama

DISCUSSANT: John P. Dolly, The University of Alabama

WHOLETHEME CONSTRUCTIVISM IN SUBJECT AREA TEACHING

An Overview of Wholetheme Constructivism in Subject Area Teaching

Yardley S. Bailey and Asghar Iran-Nejad, The University of Alabama

In an attempt to reduce the gap between what is learned in the classroom and its application to real-world problem solving, many schools are shifting from an isolated treatment of individual subject areas toward an interdisciplinary, interactive, or integrated approach to subject area teaching. The framework that is often said to guide many of these new alternatives is constructivism. However, constructivism is itself a rapidly changing perspective. The presentations in the symposium discussed research on the teaching of different subject areas in light of recent developments in wholetheme constructivism.

The Role of Themes and Wholethemes in Writing Instruction

Beverly A. Wallace and Asghar Iran-Nejad, The University of Alabama

This paper examined the literature on writing from the perspectives of traditional process and wholetheme approaches. The major research findings and future direction for research were discussed in light of the distinction between themes, as used in the research literature as well as the instructional material often used in schools, and wholethemes, as derived from biofunctional cognition.

Implications of Wholetheme Constructivism for Teaching High School and College Chemistry

Jeffrey Choron and Asghar Iran-Nejad, The University of Alabama

High school and college chemistry courses have not yielded achievement results satisfactory to educators. Even though the literature concerning the causes of this problem has been controversial, there is consensus that the current chemistry curriculum, modern textbooks, and the focus on memorization at the expense of conceptual understanding are the major contributing factors. This paper discussed, from the perspectives of traditional and wholetheme constructivism, the research bearing on the underlying reasons.

From Deductive Logic to Intuitive Solutions in Teaching and Learning Geometry

J. Douglas Cound and Asghar Iran-Nejad, The University of Alabama

Traditionally, geometry has been viewed as a domain-specific knowledge base involving shapes and patterns whose relationships can be understood through the abstract formalism of traditional deductive logic. This paper discussed the inherent limitations of this time-honored approach and proposed a wholetheme alternative to viewing and teaching geometry that focuses on the real-world rich and domain-comprehensive intuitive knowledge base of learners.

Solving Word Problems in Mathematics: A Comparison of Traditional and Wholetheme Approaches

Martha L. Tapia, Beverly A. Wallace, and Asghar Iran-Nejad, The University of Alabama

This paper reviewed the current theory and research on algebra/mathematics word problems. First, the major research findings were identified and summarized along with theoretical perspectives that produced the research. The findings were then interpreted from the perspectives of traditional and wholetheme approaches. Also, a sample methodology of each approach was presented to provide a concrete understanding of the differences between the two.

2:00 p.m.-2:50 p.m. **SCHOOL IMPROVEMENT (Symposium)..... Lackey Room**

ORGANIZER: Carol Plata Etheridge, The University of Memphis

CONSTRUCTING CHANGE THROUGH SCHOOL UNIVERSITY PARTNERSHIPS

Carol Plata Etheridge, The University of Memphis

Several school improvement initiatives are grounded on the premise that schools manifest change as outcomes of group deliberations about what matters--constructing meaning and knowledge together. "Sea change" is the metaphor used to describe this process, i.e., the sea moves in upon itself, shifting, adjusting, and moving forward. In school communities, activities such as vision building, critical inquiry and reflection, developing organizational consciousness, and interpreting new information are believed to produce "sea change"--systemic change in self-organizing systems. On-going efforts and results of "sea change" strategies in Tennessee schools were described and critiqued.

Three questions guided inquiry: (1) Can school-university collaborations facilitate relationships that result in moving organizations forward as whole systems undergoing systemic change?; (2) How might university resources be best utilized in facilitating schools to produce "sea change"?; and (3) What strategies are successful in school-university partnerships?

Case studies of organizational consciousness building projects examined the nurturing of reflective practice and critical inquiries in schools participating in university partnerships.

Building School and University Partnership: MCUP's Story

George W. Etheridge, The University of Memphis, and
Anthony Armbrister, Memphis Center for Urban Partnerships

A partnership in its fourth year of a 10-year initiative to bring about systemic change, and consisting of a public comprehensive university, an historically black university, a community college, and an urban school district, was examined. The lessons learned about school-university-college partnerships and collaboration, the distinction between projects and systemic change initiatives, data-based decision making for sustained change, and promising practices were presented and interpreted.

Making Data Usable for Decision Making: A Collaboration Between University Researchers and a School Leadership Team

Carol Plata Etheridge and Mary Lee Hall, The University of Memphis

Schools that rely on data to guide decisions exhibit more positive gains from their efforts than do other schools. One reason is that examining data forces reflection about practices. This case study examined how university researchers, working as facilitators, helped one school to inventory the data collected from various programs operating in the school and to profile and disaggregate it to inform planning and decision making. Emphasis was on data profiling and disaggregation strategies.

Statewide School Improvement Initiative
Sadie Chandler,Tennessee State Department of Education,
and George W. Etheridge, The University of Memphis

Results obtained from more than 100 school leadership teams involved in planning and implementing school reforms were summarized and interpreted. Outcomes associated with using school-based information in planning, implementing school leadership, building collaborations and networks were reported. Major issues addressed in the sites included those associated with trust, professional development, willingness to practice shared decision making, variations in expectations for school partnerships, and ownership.

Beginning Principals Project
E. Dean Butler, The University of Memphis

Results of the first cohort of beginning principals indicated numerous needs relating to leadership responsibilities and organizational developments: school-based professional development, conflict resolution, and consensus building strategies, school improvement planning, networking/sharing with others, increasing student motivation and engagement, planning curricular revisions, constructing relationships with parents, use of alternative scheduling, developing faculty trust and cohesiveness, and constructing positive learning environments. Support systems and professional growth opportunities provided for beginning principals were summarized.

Implications for the University
Nathan L. Essex, The University of Memphis

Information from the four case studies were interpreted and implications for the university identified.

2:00 p.m.-2:50 p.m. TEST TAKING (Discussion Session)..... Mobile Room

PRESIDER: Angela Maynard Sewall, University of Arkansas-Little Rock

ARE RISK-TAKING AND TEST STAKES RELATED TO ANSWER-CHANGING BEHAVIOR AMONG COLLEGE STUDENTS?

David T. Morse and Linda W. Morse, Mississippi State University

This study was undertaken to determine: (1) whether there was a relationship between risk-taking level and frequency or outcomes of answer changing, and (2) whether the stakes of the testing situation would influence willingness to change answers.

Participants were 47 undergraduate volunteers in an introductory course on human development (41 women, 6 men; 10 African Americans, 35 Caucasians, 1 American Indian, 1 "Other"), having a mean age of 20.4 years (SD = 2.0).

Measures included: (1) a short form of the Zuckerman Sensation-Seeking Scale, which was used to indicate risk-taking level, (2) a 46-item testwiseness instrument, (3) a questionnaire requiring estimates of how confident one would have to be before changing an initial answer choice for each of seven different test situations, and (4) the number and types of answer changes detected from inspection of answer sheets to four in-class tests, comprising a total of 200 items.

Results indicated: (1) risk-taking scores were not statistically significantly correlated with the answer-changing variables ($p>.05$), though with a slightly larger sample size (58) the negative correlation with frequency of wrong to wrong changes would have been significant; and (2) reported confidence needed to change answers differed significantly across testing situations ($p = .003$).

These results suggested that risk-taking level had little to do with the propensity to change or outcomes of changed answers on tests.

RELATIONSHIPS BETWEEN TEST PREPARATION AND ACADEMIC PERFORMANCE ON A STATEWIDE HIGH SCHOOL EXIT EXAMINATION

Scott M. Norton and Hae-Seong Park, Louisiana Department of Education

The purpose of this study was to determine the relationship between test preparation and academic performance on a high school graduation test. The study utilized data from the Louisiana Graduation Exit Examination (GEE) in the 1995-1996 school year. The test preparation was measured based on students' responses concerning whether they prepared well for the test or not. The academic performance was measured through five subjects: English language arts, mathematics, written composition, science, and social studies. Each subject was examined based on two usages of the test:(1) students' passing status, and (2) students' scaled scores.

A series of chi-square tests was employed for each subject to examine the relationship between test preparation and students' passing status. Also, Pearson correlation analysis was employed for each subject to examine the relationship between test preparation and students' scaled scores.

The results showed that there was a significant relationship between students preparation and academic performance. However, the magnitudes of the relationships were different across five subjects. In particular, the strongest relationship was found in mathematics. The patterns of the relationships between test preparation and academic performance were not consistent across subgroups related to gender and ethnicity. Based on the results, some policy implications were discussed.

2:00 p.m.-2:50 p.m. REFLECTIVE THINKING (Discussion Session).....Mason Room

PRESIDER: Kenneth Clawson, Eastern Kentucky University

PERCEPTIONS OF ELEMENTARY EDUCATION MAJORS: STUDENTS REFLECT UPON THEIR CHOSEN PROFESSION

Judy Ann Hale, Jacksonville State University

The purpose of this qualitative study was to determine the perceptions of preservice elementary education majors. Reflective writings were obtained from a sample of 79 junior and senior teacher education students enrolled at a southern university.

After viewing a current movie on the professional and personal life of a classroom teacher, subjects were requested to write a reflective paper on their perceptions as they pertained to their chosen profession of teaching. Conclusions were drawn from cross-case analysis.

Results of this study indicated that the perceptions of subjects fell into five main categories which included the influence of teachers, the importance of professional and personal time management, the dispelling of erroneous myths about why individuals enter the teaching field, the affirmation of elementary education as a career, and aspirations for the future.

In conclusion, this study found that students' perceptions of the teaching field were positive and that all subjects expressed the desire to make an impact on children.

THE EFFECTIVE PRACTITIONER: IMAGES FROM FIRST-YEAR TEACHERS

Janet Lynn Norton, Marietta

The purpose of this study was to examine reflective thinking as it related to characteristics of an effective teacher. During semi-structured interviews, 42 first year teachers identified characteristics of an effective teacher and compared their own professional development to these ideal images.

Comments from participant interviews and results from one-way classification chi-square tests ($p<0.05$) indicated several personality characteristics to be significantly related to effective teaching. Specifically, for these novice teachers, the effective practitioner was a caring, committed, highly creative, proficient reflective thinker with a strong internal locus of control.

Most of the participants viewed themselves as above average creative and reflective thinkers with a moderate internal locus of control. They were often overwhelmed and constrained by large teaching assignments, bureaucratic inefficiency, and administrative indifference. However, these first-year veterans remained dedicated to teaching and confident of professional growth.

Finally, qualitative data from this study identified preservice and inservice curricula and activities that may maximize growth in technical expertise, teaching artistry, and reflective thinking. Such information, hopefully, will assist teacher educators in implementing the principles of effective teaching and reflective practice.

2:00 p.m.-2:50 p.m. **CURRICULUM PROJECTS (Discussion Session).....Logan Young Room**

PRESIDER: Jim Omatseye, Eastern Kentucky University

THE EFG CURRICULUM IN A LAB SCHOOL: PERCEPTIONS OF FACULTY AND PARENTS

Tracey Ring, Middle Tennessee State University

The purpose of this study was to examine the perceptions of faculty and parents regarding an innovative curriculum project within a university laboratory setting. The focus of research attention was on the EFG National Curriculum Project, a multi-dimensional project, which was initiated in the school on a trial basis in the fall semester of 1995. The school houses over 300 elementary students covering grade levels K-6.

Measures were obtained from both the faculty who were instructors in the project as well as those in the school who were not involved at all. Pre-project measures were not obtained so the evaluation variables were constructed to handle a post-only design. These measures were developed along four dimensions: general effectiveness of the project or perceptions of achievement, strategies that were used were perceived as helpful or harmful to the project, curriculum topics that were more useful than other topics that could have been used, and perceived additional factors that would lead to a more effective project in the future.

Data were then analyzed that compared both faculty groups with parent groups using t-tests for independent groups. Significant differences were found in each of the four dimensions.

THE EFFECTS OF SERVICE LEARNING IN MIDDLE SCHOOLS ON THE EFFICACY OF ENGINEERING MAJORS

E. Jean Newman, Edmund Tsang, R. Burke Johnson, and Brenda Litchfield,
University of South Alabama

The study investigated the effects of service learning on attitudes, efficacy, and class performance of 40 freshman engineering majors. Service learning involves active participation in thoughtfully organized activities designed to meet the needs of the community. In this experiment, engineering students worked in teams of four with two-team members of middle school science and math teachers to design, develop and implement a manipulative to be used in the classroom. Students met with teachers, designed the module and a teaching guide, implemented the manipulative with students, formally presented it to engineering students and middle school teachers, and submitted it to the district for use by all teachers.

Assessment was conducted by pre- and posttests, and included cooperative learning, integration of academics with engineering, problem solving, attitudes toward engineering, teaming, civic responsibility, and efficacy in engineering. Preliminary quantitative results (20 of 40 participants completed requirements) showed slight increases in the integration of math and engineering concepts, problem solving, engineering efficacy, civic responsibility, and teaming.

In addition to statistical analyses, interviews with students and teachers indicated high response to the practical and long-term use of the project and the teaching modules it provided. Applications of the method across all curriculum areas were discussed.

2:00 p.m.-2:50 p.m. ACHIEVEMENT (Discussion Session)..... Wilson Room

PRESIDER: Judy Burry-Stock, The University of Alabama

HIGH SCHOOL STUDENTS' TELEVISION VIEWING HABITS AND ACADEMIC ACHIEVEMENT: AN EMPIRICAL STUDY

Katherine E. Niebuhr, University of Montevallo, and Robert E. Niebuhr, Auburn University

The purpose of the study was to determine the effects of television viewing on high school students' academic achievement. An instrument was developed that questioned 241 ninth-grade students about the number of hours spent watching television, the presence or absence of televisions in their bedrooms, and the extent to which the family viewed television programs together. Academic achievement was measured by the students' year-end grade-point average. Analysis of the data indicated a number of significant relationships associated with television viewing habits (e.g., students with televisions in the bedroom had lower GPA's than students not having televisions in the bedroom). Additionally, chi-square tests indicated significant difference in patterns of responses to several questionnaire items due to race ($p<.001$).

COLLEGE STUDENTS' ASSESSMENT OF TEACHING BY TELEVISION

Samuel Hinton, and Sam O. Oleka, Eastern Kentucky University

The purpose of this paper was to examine student assessment of teaching by television in a state-supported rural Kentucky university. Teaching by television in Kentucky is facilitated through the Kentucky Telelinking Network (KTLN). This statewide two-way, compressed video system connects individual classrooms or sites by digital land lines to a regional "hub." Students in extended campuses can see and hear an instructor in a main campus and be engaged in interactive discourse. Voice and television image quality are consistent for all sites.

Main and extended campus students in an undergraduate course, Professional Education, and main campus and extended campus students in an undergraduate course, "Human Development and Learning, evaluated the respective courses using the same assessment form. Assessments were administered separately by the respective instructors at mid-semester

and at the end of the semester. Satisfaction with teaching on seven questions including confidence and comfortability in the course, and the level of learning, were analyzed using a Likert scale. Responses of students in the extended campus were compared with those of students from the main campus in each course. Tallies of responses were converted to percentages. Overall, end of semester ratings were higher than mid-term ratings for both courses.

CONTRASTING LEARNING STYLES OF LOW AND HIGH ACHIEVERS

Mary Nell McNeese, The University of Alabama

The aim of this research was to measure the difference in learning style components between low and high achieving students. Measurement of achievement was based on the 1995 Iowa Test of Basic Skills (ITBS) Survey Battery Total (National Percentage Ratios). High achieving students were defined as those scoring one standard deviation above the mean (with scores greater than or equal to 85). Similarly, low achieving students were defined as those scoring one standard deviation below the mean (with scores less than or equal to 40). Twenty-two learning style components were measured using these Dunn and Dunn Learning Styles Inventory (LSI): preferences for sound, light, temperature, furniture design, motivation, persistence, responsibility, structure, working alone/with peers, authority figures, variety, auditory, visual, tactile, kinesthetic, intake, time of day, late morning, afternoon, mobility, parent motivated, and teacher motivated.

Two hundred ninety-seven middle school students from a southeastern state formed the sample. Seven of the 22 t-tests comparing mean levels of the high and low achievers on the learning style components were significant ($p<.001$) and indicated differences in the two achievement groups. Preferences for afternoon, sound, furniture design, persistence, working alone/with peers, auditory, and visual learning were the primary contributors of the significant difference between the two achievement groups.

3:00 p.m.-3:50 p.m. **SCHOOL RESTRUCTURING (Symposium)..... Wilson Room**

ORGANIZERS: Steven Ross and Lana Smith, The University of Memphis

RESTRUCTURING SCHOOLS TO SERVE STUDENTS PLACED AT RISK: RESEARCH ON ALTERNATIVE DESIGNS

Restructuring Schools to Serve Students Placed at Risk: Research on Alternative Designs

Steven Ross and Lana Smith, The University of Memphis

During the past year, the presenters implemented and evaluated several restructuring programs designed to help at-risk children succeed academically. This symposium consisted of four papers describing these programs and their research outcomes. Both curriculum and research materials were shared with audience members. Audience reactions and questions were invited.

Six-Year Longitudinal Results of Success For All in Memphis

Steven Ross, Lana Smith, Jason Casey, and Tracey Lewis
The University of Memphis

The Success for All model (Slavin et al., 1994) is designed to prepare at-risk children to perform at grade level by the third grade through strategies consisting of cross-grade regrouping in language arts, individual tutoring, reduced class sizes, and cooperative learning. This paper described the implementation and evaluation of SFA at schools in Memphis, TN, over the past five years, including the examination of outcomes on individually-administered and standardized achievement tests (TCAP).

Restructuring Schools to Improve Educational Outcomes: Formative Evaluation of the New American Schools Scale-Up in Memphis City Schools

Marty Alberg, Temba Bassoppo-Moyo, Linda Bol, Thomas Buggey, Amy Dietrich, Doris Henry, Douglas Hacker, Dianne Horgan, Susan Kelly, Richard Laitinen, Deborah Lowther, Sheryl Maxwell, John Nunnery, Leslie Phillipsen, Lyndall Rich, Steven Ross, Lana Smith, Allan Sterbin, and Anne Troutman, The University of Memphis, and Samuel C. Stringfield, Amanda Datnow, and Rebecca Herman, Johns Hopkins University

Following a three-year development period, nine school restructuring models are being disseminated nation-wide as part of the New American Schools Phase II Scale-Up. Memphis City Schools was named in 1995 as one of 10 jurisdictions that would begin implementing the "break-the-mold" models. The study presented process and formative evaluation results pertaining to schools' interest and selection of models, teacher training, and implementation and 1995-96 first-year outcomes.

Third-Year Outcomes from an Evaluation of Magnet School Programs in an Urban District

Duane Gardner, John Nunnery, Lana Smith, Steven Ross, Linda Bol, Amy Dietrich, Douglas Hacker, Leslie Phillipsen, and Laine Agee, The University of Memphis

Emerging in the seventies, primarily as a response to desegregation initiatives, magnet schools were designed as "special schools" (such as for performing arts, academic enrichment, or vocational preparation) to induce students to attend schools outside their own neighborhoods. This study, commissioned by the school board of a large urban system, evaluated and compared six magnet schools offering alternative programs. This research study represented the third year of an overall evaluation of 28 schools. A synthesis of findings from these studies describes historical and current directions in program themes and implications of program theme and school demographics for program success.

The Effects of Restructuring Reading Instruction on the Achievement of Language Minority and English-Speaking Students

John Nunnery, Steven Ross, and Lana Smith, The University of Memphis, and Robert Slavin and Nancy Madden, Johns Hopkins University

In 1994-95, the Houston (TX) Independent School District implemented Success For All in over 50 elementary schools, the largest one-year and overall district adoption of SFA ever. At many of the schools, ESL and LEP students are taught reading in Spanish, using a Spanish version of the SFA reading curriculum. Through hierarchical linear modeling and other analyses, the present research examined two-year program outcomes, relative to matched control schools, as a function of quality of implementation, type of implementation (full vs. partial program), and language characteristics of students (English-speaking vs. language minority).

3:00 p.m.-3:50 p.m. **COMPUTER EDUCATION (Discussion Session)..... Mobile Room**

PRESIDER: W. C. Johnson, Mississippi State University

EFFECTS OF COMPUTER ASSISTED INSTRUCTION ON GENERAL EDUCATIONAL DEVELOPMENT SCORES OF PRISON INMATES

John Stuart Batchelder and Charles W. Davidson, University of Southern Mississippi

Computer assisted instruction (CAI) has been touted by numerous educators as holding a potential for improving the student achievement of public school students. The purpose of this study was to determine the effects of CAI on the achievement of prison inmates enrolled in a General Educational Development (GED) program.

The effects of using computer assisted instruction with inmates participating in a GED program were determined by utilizing multiple regression analysis on data obtained from the records of approximately 60 inmates at a southern prison. Approximately half of the inmates had received computer assisted instruction in addition to classroom instruction. Approximately half of the inmates had received only traditional classroom instruction. Scores on the Test of Adult Basic Education, length of sentence remaining to be served, race, and age, served as covariates in determining differences between the two groups on the GED test.

EFFECTS OF AVAILABILITY AND USE OF COMPUTERS ON COMPUTATION AND GEOMETRY ACHIEVEMENT

Thomas A. DeVaney, Mississippi State University

The purpose of this study was to examine the relationship between computers and mathematics achievement. The sample of 2,498 eighth-grade, public school students was taken from the 1992 National Assessment of Educational Progress Trial State Mathematics Assessment (TSA) for Mississippi. The computer-related variables used in this study included the availability of computers and the frequency and type of use. Mathematics achievement was measured by two subscales from the 1992 TSA, numbers and operations and geometry.

Hierarchical Linear Modeling was used to determine the relationship between the computer variables and mathematics achievement. This analysis allowed for the modeling of achievement differences between male and female students as well as minority and non-minority students. This study was designed to assist administrators as well as classroom teachers in making policy relevant decisions concerning computers and mathematics achievement.

3:00 p.m.-3:50 p.m. **RESEARCH METHODOLOGY (Symposium).....Lackey Room**

ORGANIZER: Sharon L. Newbill, West Georgia College

ACTION RESEARCH IN EDUCATION

Overview

Criteria for "good" action research were discussed recently at an international meeting. Professionals in attendance agreed on most of these criteria (e.g., multiple perspectives, collaborative, reflexive,and transformative), while one was debated: rigor. This symposium demonstrated methodological rigor in action research as well as the other, more readily accepted,criteria.

Four different studies were presented that displayed the rigor and range of action research projects conducted by education specialists students. In each study, recommendations were generated to improve school practice.

A Study of Shared Governance and Its Implications for Southern Gwinnett High School's Improvement Initiative
Michael Phillips, West Georgia College

A quantitative study found statistically significant differences in perceptions of shared governance that varied by years of experience and department.

Sixth-Grade Students' Adaptation to Middle School and Their Time Engaged in Task: A Comparison Study of Students in a Multi-Age Team and in Single-Grade Team Classrooms
Doug Brown and Terri North, West Georgia College

Two students collaborated to conduct a study of sixth-graders' adaptation to middle school using a mixed-methods approach (qualitative and quantitative techniques). Their findings supported the implementation of multi-age teams .

Kaleidoscope: Looking Through the Glass A Case Study of the Teacher Support Specialist Program
Lisa Shelley, West Georgia College

A case study of the mentor-protege relationship discovered the advantages and disadvantages experienced by the pairs.

Talking Walls: A Video Ethnography of a Charter School
Julia Timmons, West Georgia College

What does a charter school look like? An ethnography, using film to document the spheres of influence in the culture, provided one description.

Action research has been emerging as a design of choice for educators primarily because an outcome of such research is to transform practice. The preface to the symposium stimulated audience response, given the increased interest in action research projects.

3:00 p.m.-3:50 p.m. **COLLEGE STUDENTS (Discussion Session)..... Thames Room**

PRESIDER: Linda F. Cornelious, Mississippi State University

THE RELATIONSHIP BETWEEN EIGHT INSTRUMENTAL AUDITORY SKILLS AND POST SECONDARY COURSE WORK AND RELATED MUSICAL ACTIVITIES AND EXPERIENCES

Wayne Dorothy, North Dakota State University,
and Gordon C. Bobbett, Knoxville

Instrumental musicianship is linked to the mastery of "instrumental auditory skills" (IAS) such as: (1) tonal memory, (2) melody recognition, (3) pitch recognition, (4) instrument recognition, (5) music style, (6) auditory-visual discrimination, (7) chord recognition, and (8) cadence recognition (i.e., eight subtests). Music majors use the IASs during most college course work, activities, and experiences such as private lessons, solos, practicing, and band activities.

Colwell's Musical Achievement Test 3 and Test 4, two musical independence tests containing the eight subtests above, and the Instrumental College Survey-2 (ICS-2) were administered to 276 instrumental music majors participating in Ball State, Florida State, and Wichita State instrumental programs. This study's purpose was to examine the significant associations among the IAS's and the music majors musical activities and experiences (i.e., 55 independent variables). Data analyses included descriptive, factor analysis, regression analysis, and partial correlation analysis ($p \leq .05$).

Findings and conclusions were that: (1) practicing etudes, solos, and thirds/arpeggios had a positive association with the student's musical independence (i.e., most of the eight IASs); (2) some course work (e.g., theory, private lessons, music, instrumental ensemble) had a positive association with musical independence; and (3) practicing band music, sight-reading, improvisation, emphasizing dynamics, and classes in form and analysis and music history had a negative association with musical independence. Should music education curriculum reprioritize the activities that impact the student's musical independence development?

COLLEGE STUDENTS' MISCONCEPTIONS OF ENVIRONMENTAL ISSUES RELATED TO GLOBAL WARMING

Fred Groves and Ava Pugh, Northeast Louisiana University

The purpose of this study was to analyze college students' misconceptions of environmental issues relating to global warming. The 36-item questionnaire was administered to 325 students in the Colleges of Education, Liberal Arts, and Pure and Applied Sciences during the 1994-95 academic year at a university in Louisiana. Data were analyzed using percentages on an item-by-item basis. Student misconceptions were categorized into two groups: (1) causal relationships, and (2) means of alleviating problems. Overall results indicated that students in the College of Pure and Applied Sciences scored higher. However, students in all three categories showed significant misunderstandings of these issues. In some cases, over 80% of the students from each college answered certain questions incorrectly.

In conclusion, this study showed that education majors hold several serious misconceptions about global warming and other environmental issues. An implication of this fact was that these misconceptions may be transmitted to grade school students.

LIBRARY ANXIETY AMONG COLLEGE STUDENTS

Qun G. Jiao, Baruch College/CUNY, and Anthony, J. Onwuegbuzie
and Christine E. Daley, University of Central Arkansas.

Research has suggested that library anxiety is a prevalent phenomenon among college students. Indeed, five general antecedents of library anxiety have been identified: barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers. The purpose of this empirical study was to investigate factors that were related to these five antecedents of library anxiety. This study utilized a sample of 522 university students. Setwise multiple regression analyses and a series of analyses of variance revealed that the following variables were related to three or more of these antecedents ($p < .05$): gender, year of study, native language, frequency of library visits, number of library skills courses undertaken, and reasons for using the library. Based on these and other findings, recommendations specific

to each antecedent were made, including: (1) encouraging faculty to incorporate library instruction into their courses, and to accompany students to the library and confer with them there in the early stages of their research, (2) informing librarians about the characteristics of students who perceive them and other library staff as intimidating and unapproachable, and(3) reassuring library users that their anxiety is normal and is experienced by many students.

3:00 p.m.-3:50 p.m. TEACHER EDUCATION (Discussion Session).....Mason Room

PRESIDER: James S. Turner, Mississippi State University

EFFECTS OF A PRESERVICE PREINTERNSHIP ON PRESERVICE TEACHERS

Elizabeth K. Wilson, Sandra Davis Trowell, The University of Alabama

In order to make sense of preservice teachers dilemmas and concerns it is necessary that outstanding teacher education programs be developed that include meaningful field experiences that have the potential for preservice teachers to connect theory and practice. The former secondary teacher education program did not provide opportunities for extensive field experiences. The previous field experiences were limited in both time and opportunities for reflection upon practice. As the secondary faculty recognized the need for a richer field experience, the current preinternship was developed that incorporated a recursive relationship between the content methods course and the field experience component as well as the careful selection and cooperation of participating teachers.

The first semesters of implementation included 13 students under the previous methods program and 33 students under the current preinternship. This provided opportunities for comparison and analysis of both programs. Data sources included surveys and reflective journals.

Students who participated in the current preinternship concluded that this experience was beneficial because it gave them opportunities for addressing their fears and concerns as they anticipated their student teaching experience. Future research will follow a small group of secondary students through their internships.

TUTORIALS IN AN ELEMENTARY SCHOOL TAUGHT BY SOPHOMORES MAJORING IN EDUCATION: A REVIEW OF LITERATURE AND RESULTS OF A PILOT PROGRAM

Jerry Brooksher Gee, Nicholls State University

Recent research studies support the premise that early experience in actual school settings help to make relevant the material presented in class to education majors at the "Entry to Program" level. Related literature also reflects that tutorials are an effective means to increase levels of achievement.

Beginning with the onset of the spring semester 1996, a sophomore-level survey class, "Introduction to Elementary and Secondary Education," participated in a pilot program involving volunteer teaching at a local traditional lower elementary school. Children in grades one to four needing assistance with reading and arithmetic were organized into small groups to be tutored by undergraduates over a 12- week period.

The composition of the education survey class consisted of 44 undergraduates, of which 31 were Elementary Education majors. Sixty-three percent had taken a course in either Child or Adolescent Psychology. All materials taught in the tutorials were continuations of lessons, which compelled the undergraduate tutors to become spontaneously innovative in a search for varied techniques of instruction. A statistical analyses of data from rating scales revealed noticeable gains in reading comprehension and arithmetic computation. Information from questionnaires established new perspectives regarding early practical learning experiences for undergraduates majoring in education.

CONCERNS AND PERCEPTIONS OF A MIDDLE SCHOOL PRACTICUM PROGRAM: A CASE STUDY

Sharilynn Loche, Louisiana Tech University

The purpose of this study was to describe and analyze the practicum experience and its role in the preparation of middle school practicum students. The researcher focused on the concerns and perceptions of the participants involved in the middle school practicum program in order to determine the effectiveness and relevance of the program.

Data were collected over a six-week period and involved seven cooperating teachers and 10 students. The data gathering process involved observation of teachers and practicum students, as well as interviews with the cooperating teachers. The use of interviews, observations, surveys, and student journals provided the necessary triangulation to support the theory.

Results of this study revealed that concerns of student preparation were shared by both the students and teachers. While content knowledge, classroom management skills, the amount of experience received, and intern settings were concerns of students, teachers were concerned about input in assignments of students and content knowledge of students.

Because the study was carried out in a short period of time with a small amount of participants, findings were not generalized to other settings. Recommendations for the use of a larger population in a different, or several settings, were advisable.

3:00 p.m.-3:50 p.m. **COGNITION (Discussion Session)..... Logan Young Room**

PRESIDER: Jimmy Carl Harris, Southeastern Louisiana University

ELEMENTS OF SELF-REGULATION IN STUDENTS' SCRIPTS RELATED TO PARTICULAR LEARNING SITUATIONS

Kiri H. Dharmadasa and Jeffrey Gorrell,
Auburn University

This study examined the quantitative and qualitative nature of script elements, primary script norms and elements of self-regulation incorporated into students' written descriptions related to preparing a term paper, getting ready for a final examination, and preparing an oral presentation. Participants were 31 girls and 30 boys in Grade 11 of a public high school. Students described what they would do in the three learning situations. The written responses were analyzed in terms of basic script elements, action script elements, primary and secondary script elements, and elements of self-regulation.

In the three learning situations there were 1224 script elements that included 624 elements of self-regulation. Also identified were primary script norms related to three learning situations and elements of self-regulation were categorized into 15 types of self-regulated learning processes. Using MANOVA as the primary statistical test, statistically significant differences were found in the number of script elements across the three learning situations and in the frequency of elements of self-regulation.

It was concluded that self-regulated learning strategies were embedded in students' academic performance scripts and potentially influenced their achievement behavior in the investigated situations.

METASTRATEGIC KNOWLEDGE: THE RELATIONSHIP BETWEEN PERCEPTIONS AND BEHAVIORS FOR SELECTED TESTWISENESS SKILLS

Michelle G. Harmon, Linda W. Morse, and David T. Morse,
Mississippi State University

The purpose of the study was to assess metastrategic knowledge in terms of the relationship between students' perceptions of their use of test-taking strategies and knowledge of actual test behavior strategies. Metastrategic instruments used were: (1) the Report Strategy Instrument, which was designed to assess what students perceive they do in test situations, and (2) the Best Strategy Instrument, which was designed to measure application and understanding of six selected test-taking strategies.

Participants were 48 undergraduate volunteers. A canonical correlation was performed using subscores of six selected testwiseness skills (time use, guessing, deductive reasoning, cue use, error avoidance, and test intent) from each instrument.

Results revealed that the first of the six canonical correlations was statistically significant and accounted for 45% of the variance in the set of scores. This suggested some relationship between students' perceptions of strategies they claim to use and behaviors actually used in test situations.

Implications of the study included: (1) perception of test-taking strategies appeared to be a useful indicator of testwiseness skill; (2) there was support for the link of metastrategic knowledge and test-taking behavior; and (3) a substantial portion of variation in test scores was accounted for by factors other than subject-matter knowledge.

4:00 p.m.-4:50 p.m. **MATHEMATICS (Discussion Session)..... Lackey Room**

PRESIDER: Regina Halpin, Mississippi State University

THE EFFECTS OF INTERSPERSING ADDITIONAL EASY ITEMS ON PERFORMANCE AND PERCEPTIONS OF TWO MATH ACHIEVEMENT SUBTESTS

Sheri L. Robinson, Christopher H. Skinner, and Sam Givhan,
Mississippi State University

The purpose of this study was to determine whether adding easy items to two math achievement subtests requiring different response formats (written vs. verbal) would effect performance. Thirty seventh-grade students were administered both forms (A and B) of two subtests of the Key Math-Revised. Each student was given the multiplication subtest in original and altered form (six additional 1x1 multiplication problems interspersed after every two original problems). Participants were also administered an original and altered version (eight interspersed simple subtraction problems) of the mental computation subtest. Following the two administrations of each subtest, students were asked to choose which test (altered or original) (1) was more difficult, (2) had their best performance, and (3) they would choose to complete if asked to do one again. Students could also have indicated that there was no difference.

Dependent t-tests comparing scaled scores on the altered forms to original forms indicated that performance was significantly better on the altered form of the mental computation subtest ($p<.001$), but no significant differences were found for the multiplication subtest. Chi-square goodness-of-fit tests revealed no significant differences for the three choice questions. These findings provided evidence that performance on items requiring a verbal response may be enhanced by interspersing additional easy items.

EFFECTS OF CLASSROOM INSTRUCTIONAL PRACTICES ON COMPUTATION AND GEOMETRY ACHIEVEMENT

Thomas A. DeVaney, Mississippi State University

The purpose of this study was to examine the relationship between classroom instructional practices and mathematics achievement. The sample of 2,498 eighth-grade public school students was taken from the 1992 National Assessment of Educational Progress Trial State Mathematics Assessment (TSA) for Mississippi. The instructional-related variables used in this study included the frequent use of textbooks, worksheets, small groups, writing, manipulatives, and tests. Mathematics achievement was measured by two subscales from the 1992 TSA:numbers and operations and geometry.

Hierarchical Linear Modeling was used to determine the relationship between the instructional variables and mathematics achievement. This analysis also allowed for the modeling of achievement differences between male and female students as well as minority and non-minority students. This study was designed to assist classroom teachers and administrators in making policy relevant decisions concerning instructional practices and mathematics achievement.

IMPROVING ASSIGNMENT PREFERENCE THROUGH INTERSPERSAL PROBLEM COMPLETION RATES VERSUS VERY EASY PROBLEMS

Mark E. Wildmon, Christopher H. Skinner, and Priscilla A. Fletcher,
Mississippi State University

The purpose of this study was to extend earlier research by attempting to determine what characteristics of interspersed mathematical problems were functionally related to increases in assignment preferences. College students were exposed to a control mathematics assignment containing 16 three-digit by two-digit multiplication (3x2) problems and two experimental assignments that contained 16 equivalent 3x2 problems and six additional interspersed problems. On one experimental assignment, 4-digit plus 4-digit problems (4+4) were interspersed. On the other experimental assignment, 2-digit divided by 1-digit with whole number answer problems (2/1) were interspersed. It was hypothesized that students would require less time to complete the 2/1 problems than the 3x2 or 4+4 and that students would not rate the 2/1 problems as easier than the 4+4 problems. Significantly more students chose the 2/1 assignment over the control and 4+4 assignment. Students also ranked the 2/1 sheet as requiring less time to complete than the control or 4+4.

Results showed how interspersing additional problems that take less time to complete may be more important for altering student preference for assignments than interspersing easy problems. Discussion focused on schedules of reinforcement and resource efficient procedures for increasing student preference for assignment without compromising curricular integrity.

4:00 p.m.-4:50 p.m. **COOPERATIVE LEARNING (Symposium).....Mason Room**

ORGANIZER: Kenneth Clawson, Eastern Kentucky University

COOPERATIVE LEARNING IN THE COLLEGE CLASSROOM: APPLICATIONS FOR TEACHER EDUCATION

Using the Five Essential Elements of Cooperative Learning in the College Classroom

Kenneth Clawson, Eastern Kentucky University

Participants increased their awareness of current research supporting the significant benefits of cooperative learning in the college classroom. They learned the five essential elements of cooperative learning: (1) positive interdependence, (2) individual accountability, (3) collaborative skills, (4) promotive interaction, and (5) group processing. Suggestions for fitting cooperative learning into existing styles were offered.

I-Thou of Cooperative Learning: Teacher Expectation vs. Student Performance
Jim Omatseye, Eastern Kentucky University

This was a philosophical exploration of human relationships in cooperative learning as a college teaching strategy. Cooperative learning as a teaching strategy has several advantages and disadvantages. Its positive contributions include removal of unhealthy rivalry among students and the promotion of shared experiences among teacher and students. On the other hand, a tendency may exist for some students to do less because of group effort. Within the context of existential realism, cooperative learning can be an instrument for attaining educational goals with minimum conflict.

Test-Taking: A Collaborative and/or Cooperative Learning Strategy
Sam Oleka and Kenneth Clawson, Eastern Kentucky University

Test-taking can be used as a collaborative learning strategy. Usually, learners take tests as individuals, but not as individual members of small groups. A strong interest exists in experimenting with administering course tests to learners in small collaborative groups. The experiment encourages learners to collaboratively discuss test questions, develop adequate understanding of test questions' relationship to course content, arrive at a consensus on correct answers, and to dissent when they disagree with a consensus opinion.

The study investigated learners' perceptions about the advantages and disadvantages of test-taking in small groups, and examined whether group testing increased individual learner's test scores when compared to test scores taken in a non-group situation.

Social Implications of Cooperative Learning in Teacher Education
Anisa Al-Khatab, Eastern Kentucky University

This study explored the significant benefits of cooperative learning structures over both individualistic and competitive structures, particularly as they impacted on efforts to achieve positive relationships, psychological adjustment, and social competence. The elements of positive interaction, group processing, and collaborative skills were stressed. Steps to creating successful collegial teams, including connecting, sharing successes, problem solving and processing and celebrating were also stressed. Preservice teacher education students practiced skills they will use with their students and as collaborating professionals.

4:00 p.m.-4:50 p.m. **MATHEMATICS EDUCATION (Symposium).....Wilson Room**

ORGANIZER: Judy Burry-Stock, The University of Alabama

SPYING INTO GIRLS' HORIZONS

Thursday, November 7, 1996

Overview

The papers in this symposium addressed the issue of encouraging middle school girls to continue and expand their involvement in mathematics and science. These papers were generated from three years of experience with Project SPY (Statistics, Probability, and You), a National Science Foundation and University of Alabama supported program. Project SPY consists of a four-week summer residential program in probability and statistics for 24 high ability/high potential girls entering grades eight and nine with monthly follow-up activities during the academic year. Each paper discussed some aspect of the program and its evolution to better meet program goals. The descriptions below were brief introductions.

Design of a Program

Nancy Fisher, The University of Alabama

There were many supporting facets of a program that contributed to the overall impact of the program. These facets included selection procedures, pacing of material and activities, interactions among participants, self-awareness activities, and experiences in residential living.

Discipline Focused Activities

Cecelia Laurie, The University of Alabama

The goal of the activities was to stimulate participants interest in and build confidence in pursuing mathematics and science. Experiences in statistics and probability emphasized the relevance of mathematics and science as well as providing models for mathematical and scientific reasoning. A constructivist approach to learning that models the research process was used. Emphasis was placed on communication skills.

Career Role Modeling

Nancy Fisher, and Cecelia Laurie, The University of Alabama

Career role modeling has been used to stimulate interest and build confidence for middle school girls. Interaction with women in scientific careers is fostered in various venues. Female mentors designed and lead scientific explorations with small groups. Panels of women discuss their scientific careers and experiences with participants. On a larger scale, a day-long Career Fair for 200 girls is being held in the spring.

Evaluation-Instruments and Process

Judy Burry-Stock, Martha L. Tapia, and Deborah Prentice, The University of Alabama

Evaluating projects for educational reform takes on a slightly different perspective than traditional evaluation. Reform project evaluation has included components that are used for immediate feedback to keep the project going on track. Other traditional forms or evaluation were also used to evaluate the SPY project. These included surveys for participants and their parents, interviews during the summer and interviews with the participants one year later. Instruments and procedures were shared.

Discussion with the audience focused on what works and what does not work in trying to motivate 13- and 14-year-old girls to be involved in math and science.

4:00 p.m.-4:50 p.m. **COUNSELING (Discussion Session)..... Thames Room**

PRESIDER: Fred Groves, Northeast Louisiana University

USING QUALITATIVE EVALUATION TECHNIQUES TO DETERMINE THE EFFECTS OF EDUCATION, COUNSELING, AND GROUP THERAPY ON AN ADDICTED POPULATION

John R. Petry and Coy B. McKinzie, The University of Memphis, and
Walter Williams and Kerleska Conerly, The Synergy Foundation, Inc.

Evaluators utilized several qualitative measures to ascertain the effects of the three-year Synergy project, whose goals were to eliminate drug abuse and criminal activity during the one-year period of rehabilitation, reduce the clients' involvement in the criminal justice system, and facilitate appropriate interpersonal and relationship behavior options to reduce violent behavior. Among them were criterion-referenced instruments used to identify attitudes toward program activities and to establish priorities for program development.

Data were gathered from groups dealing with the following: relapse prevention, orientation, men's issues, women's issues, sexual abuse, cognitive restructuring, self-esteem, big book/in-depth modified 12-step study, anger management, moral reconation therapy, psychodrama, education, video interaction, and exercise. An analysis of the work program also yielded data.

Observation of the program, an analysis of records, interpretation of qualitatively-derived data, and conclusions from interviews seemed to indicate success for the therapeutic self-help groups, a high degree of satisfaction with the program's emphases, an increase in the development of social skills and adjustment to society, the movement from extrinsic to intrinsic motivation, a desire to establish similar programs elsewhere, and the blending of a myriad of opportunities that leads to a more peaceful, less stressful environment characterized by normative behavior patterns.

THE RELATIONSHIP BETWEEN LEARNING DISABILITIES AND DELINQUENCY AND THE VOCATIONAL REHABILITATION PROCESS REGARDING SPECIFIC LEARNING DISABILITIES

Marilou S. Briney, and Jamie Satcher, The University of Alabama

This paper discussed the relationship between learning disabilities and delinquency and implications for vocational rehabilitation process. Learning disabilities and juvenile delinquency were defined to establish a theoretical and conceptual framework. Four hypotheses were proposed to explain why individuals with learning disabilities were more likely to become delinquent compared to non-learning disabled individuals: The School Failure Hypothesis, The Susceptibility Hypothesis, The Differential Treatment Hypothesis, and The Alternative Hypothesis-Social Cognitive Ineffectiveness and Social Maladjustment Hypothesis. A review of several studies regarding these models of theory was introduced. Finally, a discussion of the Vocational Rehabilitation (VR) Services for eligible adolescents with primary disabilities of specific learning disabilities (SLD) was introduced.

FOCUS GROUPS FOR INFORMAL EVALUATION OF NON-INSTRUCTIONAL INTERVENTIONS

Mary Ruth Reynolds, State University of West Georgia, and
Jim C. Fortune and Terri E. Street, Virginia
Polytechnic Institute and State University

This presentation described case studies of focus groups as a useful research strategy for informally evaluating non-instructional interventions. Details were given of evaluative research in three Virginia school settings. Focus groups were used to evaluate the effectiveness of: (1) peer counseling programs in four high schools where 36 counselors responded, (2) gifted programs where students', parents', and teachers' views were compared, and (3) child-constructed "story playing" in six kindergarten classroom play centers.

Data analysis included interpretation of themes according to Strauss and Corbin's (1990) model. Peer counseling evaluation included the following components: (1) evaluability assessment, (2) accountability, (3) effectiveness analysis, and (4) impact analysis. Gifted program evaluations resulted in thematic analysis of concerns/problems and benefits/solutions suggested by students, parents, and teachers. Exploring kindergartners' emergent literacy was the purpose of six focus groups allowing teachers to reflect on child-constructed stories in their kindergarten classroom play centers.

In all three cases, data supported the focus groups as a versatile, systematic research strategy. Its effectiveness was demonstrated for informal evaluation of non-instructional interventions in school settings.

4:00 p.m.-4:50 p.m. **ACHIEVEMENT (Discussion Session)..... Logan Young Room**

PRESIDER: Marion Dana, University of Southern Mississippi

PREDICTION OF STUDENT ACHIEVEMENT BY LOCUS OF CONTROL AND SELF-CONCEPT CONTROLLING FOR SOCIOECONOMIC STATUS AND GENDER

Allan Sterbin and Ernest A.Rakow, The University of Memphis

United States' schools and the educational process have been the subject of much media attention in the last 10-20 years. Attention has been particularly focused on student achievement test scores and how they can be improved. Wilhite (1990) found that locus of control was a significant predictor of final course grades. Purkey (1970) also suggested that self-concept was related to student achievement. The purpose of this paper was to examine the effects of locus of control and self-concept (self-esteem) on standardized test scores. Standardized test scores and measures of locus of control and self-concept for 12,260 students in the 1994 NELS database were analyzed. The definition of locus of control and self-concept is the same as used in the High School & Beyond and NLS data sets. The results showed that locus of control was significantly correlated with standardized test scores (r=.294), as was self-concept (r=.158), and the two measures were highly related to each other (r=.576). Prediction of student achievement by locus of control and self-concept was minimal after controlling for gender and SES. This suggested that the literature showing the relationship between achievement with locus of control and self-concept needs to be examined critically.

DO COLLEGE FRESHMEN WITH THE INTUITIVE AND PERCEIVING PSYCHOLOGICAL TYPES OBTAIN HIGHER GRADES?

Andrew D. Katayama, Mississippi State University

This study used the Myers-Briggs Type Indicator to investigate the intuitive (N) and perceiving (P) psychological types to predict academic achievement among college freshmen. These two types were used together with mean grade point averages of college students (N=232) and were compared to the three other psychological types to gather data to test the hypothesis that N-P's achieve higher grades than the sensing-judging (S-J), sensing-perceiving (S-P), and intuitive-judging (N-J's). The data were processed through an analysis of variance (ANOVA) where the statistical means were compared. A comparison of means revealed that the N-P's obtained significantly higher grades than the S-P's and S-J's. However, there was no significant difference between the N-P's and the N-J's. It was concluded that the N-P psychological types tended to obtain higher grades than the norm of the population sample. It was also concluded that the intuitive (N) type as a whole obtained higher grades. The final analysis of this study indicated that academic achievement is attributed by the intuitive psychological type.

ACHIEVEMENT IN A RESEARCH COURSE AS A FUNCTION OF LEARNING STYLE

Christine E. Daley and Anthony J. Onwuegbuzie, University of Central Arkansas

As the importance of research is being recognized increasingly by a variety of disciplines, more college students are required to enroll in research methodology courses as a necessary part of their degree programs. Unfortunately, it appears that these courses prove to be exceedingly difficult for many students. Considerable research has been conducted regarding the relationship between learning styles and achievement. Thus, the purpose of this study was to investigate this relationship in a research methodology course.

Participants were 74 graduate students from a variety of disciplinary backgrounds who were enrolled in an educational research methodology course.

A series of setwise regression analyses revealed that students who were able to critique research articles successfully maintained positive attitudes toward the presence of authority figures. Students adept at proposal writing preferred working alone in quiet environments. Finally, students who demonstrated the most knowledge of research concepts, methodologies, and applications were those who preferred less course structure and who preferred working alone, learning via the use of multiple resources, and working in the evening. In addition, these students were not kinesthetically oriented and required caloric intake during study. Based on these findings, recommendations were made regarding effective teaching strategies for research methodology courses.

4:00 p.m.-4:50 p.m. **RESEARCH METHODOLOGY (Training Session).....Mobile Room**

ORGANIZER: Charles M. Achilles, Eastern Michigan University

THE REST OF THE STORY

Charles M. Achilles, Eastern Michigan University, and B. D. Fulton and B. A. Nye, Tennessee State University

At conferences, research is presented as a "done deed" with attention given to design, method, and findings. Yet, major research has decisions and problems that seldom get discussed in public.

The purposes of the research were: (1) to review key decisions and issues in designing, conducting, and reporting on research that has had national implications; the research questions were established in legislation, but the researchers had to operationalize or limit key variables; (2) to discuss serendipitous outcomes of the research processes and results;

and (3) to discuss transference of these ideas to other research.

The format was a conversation, with project researchers as presenters and discussants, and audience as interlocutors and critics. Discussion emphasized points such as: power, sample, "goodness of fit," primary analysis, secondary analyses, ethical questions of the research and results, and dilemmas of releasing new results. Researchers addressed continuing use of a database designed for one purpose, but which was uniquely suited for answering new questions that added knowledge about student achievement and school improvement. As each inquiry moved further from the initial research question, the power of the study and confidence in the results diminished.

5:30 p.m. **BUSINESS MEETING.....Sellers Auditorium**

PRESIDER: David T. Morse, Mississippi State University
President, MSERA

The Twenty-Fifth Anniversary of MSERA

6:30 p.m. **MSERA RECEPTION.....Presidential Pavilion**
(Hosted by The University of Alabama) **(Transportation Available)**

7:15 a.m.-8:30 a.m. **PAST PRESIDENTS' BREAKFAST.....Thames Room**

8:00 a.m.-10:00 a.m. **REGISTRATION.....Lobby of Conference Center (1st Floor)**

8:00 a.m.-8:50 a.m. **INTERNATIONAL EDUCATION (Symposium).....Mason Room**

ORGANIZER: Jeffrey Gorrell, Auburn University

DISCUSSANT: Jeffrey Gorrell, Auburn University

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT IN ASIA

Jeffrey Gorrell, Young Suk Hwang, Kiri H. Dharmadasa, Indranie Dharmadasa, Feeling Lin, Auburn University, and Qaisar Sultana, Eastern Kentucky University

This symposium contained papers related to teachers and teacher education in certain Asian countries. One of the important trends in teacher professional development is the attempt to understand commonalities and differences in the preparation of teachers across national boundaries. Awareness of teacher preparation in Asia enables us to understand some ways in which teacher preparation in the USA may be improved. These papers were based on various studies conducted in Pakistan, South Korea, Sri Lanka, and Taiwan. The unifying focus of each paper was the question of how preservice teachers enter a profession that requires them to attain a body of conceptual and practical knowledge and to meet the challenges of conveying appropriate educational experiences to their pupils.

Teacher Preparation and Induction in Pakistan
Qaisar Sultana, Eastern Kentucky University

The basis for selecting potential teachers and the routes by which these individuals become teachers was examined. In Pakistan, teachers face continuing problems associated with rural poverty, fast-growing cities, and limited resources. Teachers are held in high regard, yet face difficulties in making the professional transitions necessary to be effective teachers. This paper investigated the means by which these transitions are accomplished.

South Korean Teacher Education and Professional Development
Young Suk Hwang, Auburn University

This paper concentrated on the helping processes that are valued within education. In a study of perceptions of helping roles, preservice and inservice teachers indicated that they were concerned with providing their low achieving students with appropriate encouragement, successful learning experiences, models of successful learning, and reduction of anxieties. These themes were linked in the presentation with the structure of teacher education and the philosophical orientation of teacher preparation in South Korea.

Sri Lankan Teachers' Development
Kiri H. Dharmadasa and Indranie Dharmadasa, Auburn University

This paper reflected several years of study of teacher-efficacy, teacher concerns and the development of teachers in Sri Lanka. The paper described the adaptive modes of teacher education (preservice, inservice, and distance education) as a means of accommodating teacher education to the different needs of teachers. It also examined how teacher education strengthens professional roles that are played by teachers who are concerned with raising the already high levels of literacy and academics in the country.

Taiwan: Preparing Teachers for the Twenty-First Century
Feeling Lin, Auburn University

Teacher education was presented as a process of professional development for teachers who must face compelling educational problems in the classroom. Addressing the main issues that education faces in the country, the paper described how teacher education institutions focus on those issues in preparing teachers.

Discussant
Jeffery Gorrell, Auburn University

The organizer and discussant commented on the papers and linked those papers to important issues in teacher education in the U.S.A. Particular attention was focused on ways that American teacher education programs can benefit from understanding the varieties of professional development in Asian countries. Time was allotted for comments and questions from the audience.

8:00 a.m.-8:50 a.m. EDUCATIONAL REFORM (Symposium)..... Mobile Room

ORGANIZER: Frances K. Kochan, Auburn University

CHANGING EDUCATIONAL PRACTICE; THE STRUGGLE BETWEEN THEORY AND REALITY

Frances K. Kochan, Michele Matin, Colleen M. Gordon, and Ellen H. Reames, Auburn University

Conceptually, the relationship between theory and practice in education is considered to be part of a cyclical and symbiotic relationship. Yet, in reality, this relationship is distant, strained, and in many cases almost non-existent. For teachers, a vital aspect in linking the two is to engage in reflection about both aspects and then to take action that will help refine beliefs about teaching and learning and likewise improve teaching practice. The studies dealt with action and applied research activities conducted by graduate students in a curriculum class focusing on the need to examine beliefs, environments and actions in order to understand them and engage in personal and professional growth. The presider presented an overview of the conceptual framework of the studies and their purposes.

Self-Examining Teaching Practice: A Journey into the Unknown
Michele Matin, Auburn University

The purpose of this research study was to conduct a self-examination of the teacher's own practice in an effort to gain a deeper understanding of the theoretical view she was engaging in in practice and compare it with her espoused theoretical beliefs. The researcher conducted self-analysis through viewing video-tapes of her lessons, having others observe her teaching, and conducting a student survey. Results indicated that the teacher's practice did not match her espoused beliefs. The value of reflection on practice and the impact of this experience on the teacher was shared.

Implementing a Reading Program: Powerlessness in the Classroom
Colleen M. Gordon, Auburn University

The purpose of this research study was to examine the theoretical basis of a mandated remedial reading program, to determine the extent to which this program matched the espoused theory of the teacher involved, and to determine the level of successful implementation. A secondary purpose was to identify elements that hindered or facilitated the adoption of this change. On-site visits, document review, classroom observations, and student and teacher interviews were the data collection techniques used. A content analysis was conducted for each data set and then compiled and analyzed as a whole. The conclusions were that the teacher and the materials were both technical in nature, putting the teacher in the role of technician. Questions of

powerlessness and teacher role were discussed.

Implementing a Literature Based Curriculum
Ellen H. Reames, Auburn University

The purpose of this research was to examine the implementation of the Literature Based Curriculum in terms of barriers to change. Particular attention was paid to school culture and aspects related to creating change. The researcher examined documents, conducted interviews, and engaged in observations. A content analysis was conducted and data were organized into themes. Results indicated that barriers to change existed in the area of personal theory and philosophy, school culture, and differences in teacher beliefs. all served as barriers.

8:00 a.m.-8:50 a.m. LITERACY (Discussion Session)..... Wilson Room

PRESIDER: Linda F. Cornelious, Mississippi State University

NOVICE TEACHERS, CONSTRUCTIVISM, AND LITERACY INSTRUCTION: FROM PHILOSOPHY TO PRACTICE

Vicki Benson and Inez Rovegno, The University of Alabama

To date, there is minimal research on what novice teachers know about a constructivist approach to literacy instruction. The purpose of this study was to examine five novice teachers' knowledge of and experiences designing and implementing a constructivist literacy program. In particular, the study sought to identify what these teachers found salient or problematic in implementing the approach in their school context.

Standard participant observation methodologies were used in observing classroom practice and in conducting in-depth interviews. Data were analyzed using constant comparison technique and analytic induction.

All five teachers encountered difficulties and frustrations trying to teach literacy from a constructivist perspective. They embraced the philosophy but did not know how to translate philosophy into practice. Two teachers reverted to a textbook-driven program, while three struggled in their attempts but found success at various levels.

Teaching from a constructivist perspective requires making instructional decisions from a theoretical framework. These novice teachers were not able to link practice to a theoretical framework because of weak pedagogical content knowledge. They also had difficulty conceptualizing a constructivist classroom because they encountered only traditional teaching in field experiences as undergraduates.

AN ANALYSIS OF THE LITERACY ASSESSMENT STRATEGIES OF AUSTRALIAN TEACHERS

Marion Dana, University of Southern Mississippi

The purpose of this study was to determine the literacy assessment strategies of primary school teachers teaching instate schools in Australia. During the months of July and August 1995, the middle of the Australian school year, 14 primary schools throughout Australia were visited. During the visits, the researcher conducted interviews with administrators, teachers, students, and parents. Samples of students' work were collected along with the subsequent assessment(s) of the particular work sample. Teachers also provided samples of their own assessment tools as well as formal assessment tools required by the school or state. The researcher also observed various assessment incidents between student and teacher.

Data analyses were completed based on the researcher's field notes and journal, student work samples, and video-taped interviews and classroom incidents. Strategies fell into four major categories: (1) formal assessment practices, (2) informal assessment practices, (3) student self-assessment practices, and (4) devices for communicating with parents.

The format of the presentation included a description of the study, examples of data that were collected, and a discussion of the findings. A discussion of implications for practice in American schools and areas of further research concluded the presentation.

8:00 a.m.-8:50 a.m. **TEACHER EDUCATION**
(Display Session)..... Sellers Auditorium (Rear Area)

RESULTS OF PRIME - - PROCESS FOR REMEDIATING IDENTIFIED MARGINAL EDUCATION CANDIDATES

Teresa M. Nichols, Susan Easterbrooks, and Lynetta A. Owens,
Jacksonville State University

The purpose of this discussion was to present a model of remediating college of education students identified as marginal education candidates. While it is somewhat easy to monitor and address student academic performance difficulties, the areas of student attitude and skills mastery are not so easy to manage. This model presented a college of education's attempt to monitor and address weaknesses in those two domains. The rationale, purpose, process, procedures for identification, members of the support team, and procedures for remediation were presented, as were anecdotes of cases, successes, and failures.

PORTFOLIOS IN GRADUATE EDUCATION PROGRAMS

Jane H. McHaney, Kennesaw State College, and
Sherri McLeroy, Cobb County (GA) Schools

Portfolios for assessment and reflection are a topic of growing interest in education. A recent review of the literature indicated over two hundred articles reporting the use of portfolios for instruction and student assessment in reading, art, the performing arts, and science. It is clear from this literature that much debate exists about what actually constitutes a portfolio.

This display session articulated the reasons for the use of portfolios in graduate Master of Education programs by contrasting it with the comprehensive exam, another method commonly used to evaluate the success of graduate students in a program. Also shared was a model for the development of teacher education portfolios to include: (1) reasons why portfolios might be useful for assessment in graduate Master of Education programs, (2) delineate characteristics of an educational portfolio, and (3) describe how one might design and develop portfolios. On display were samples of portfolios, multimedia presentations and descriptions of how portfolios have worked in Master of Education programs.

DOCUMENTING PRESERVICE TEACHERS' FIELD EXPERIENCES THROUGH THE USE OF PORTFOLIOS

Jan E. Downing, University of Central Arkansas,
and Gail Eaves, Mississippi State University

The purpose of this session was to display sample portfolios created by preservice elementary teachers in an effort to document field experiences for a math and science methods course at the University of Central Arkansas. Many efforts have been made in recent years for universities to increase field experiences for undergraduates. However, certain problems may arise in determining how that experience can be documented, evaluated, and included in a students' final evaluation for the course. As one becomes more comfortable with the concept of portfolios, new and creative uses are discovered. The display contained evaluation forms (rubric) for evaluating portfolios, a description of course requirements (items to be included), and a general description of the procedure that students undergo as they present their portfolios to a panel of instructors.

ORAL HISTORY AND PRESERVICE TEACHERS

Barbara N. Young, Middle Tennessee State University, and Marilyn E. Whitley, Metro Nashville (TN) Public Schools

Teacher educators are challenged to address the conflict perceived by preservice teachers of combining espoused theory and pedagogical models presented in their courses. Motivated by a commitment to holistic literacy learning and integrated curriculum, the presenters involved students from two different teacher education methods classes in a collaborative learning activity. Preservice teachers from a secondary English methods class and an elementary social studies strategies class engaged in a joint venture to obtain oral history interviews from retired teachers. A plan was implemented to honor retired teachers and benefit from their experiences through interviews conducted by preservice teachers at a "Retired Teachers' Tea." Invitations were issued to retired teachers whose numbers were balanced by racial composition. Preservice teachers were involved in highly literate activities that promoted reading, writing, listening, and speaking that enabled them to visualize ways in which their future students could create understandings of the world around them through involvement in their communities.

Steps involved in planning the tea and preparing students to conduct oral history interviews were outlined. Outcomes of the project were noted and discussed. Examples of related materials to assist in replication were shared with participants.

LEARNING THEORY FOR SELF-IMPROVEMENT: A GUIDED RESEARCH ACTIVITY FOR STUDENT TEACHERS

Mark Davenport, Auburn University

This presentation documented a 10-class-hour program designed to teach undergraduate educational psychology students the mechanics of motivation, self-regulation and metacognition as they apply to classroom learning by identifying and learning more about those constructs as they exist within themselves. The program was designed to accompany relevant textbook readings on the topics of cognition, learning, and motivation. The program began with the administration of the Motivated Strategies for Learning Questionnaire (MSLQ), an 81-item, 15-scale instrument designed to assess several motivation and self-regulation constructs that have long been indicated as explicit elements within a comprehensive theory of learning. Unaware of the nature of the instrument or their performance thereupon, the students were grouped and assigned the task of researching a construct measured by the MSLQ. After reporting and discussing the interrelationships found in the literature, students were afforded the opportunity to see scientific support for their research based upon their responses to the MSLQ. Following the discussion of the results of their research and MSLQ scores, the students and instructor entered into a guided dialogue about changes that the students could make in their own study behaviors to increase their motivation and improve their learning.

8:00 a.m.-8:50 a.m. **ATTITUDES (Discussion Session)..... Logan Young Room**

PRESIDER: William Spencer, Auburn University

STUDENTS' ATTITUDE TOWARD FOREIGN LANGUAGE

Pudjiati Sutarso, The University of Alabama

Some researchers have investigated to explain why some students have difficulties in learning foreign languages. Among the explanations, recent researchers have shifted their focus to look at the role of attitude and anxiety in foreign language learners. The purposes of this study were to measure the students' attitude toward foreign language (SAFL) and to define the underlying dimensions that comprise the SAFL.

The instrument consisted of 27 items that were constructed on a set of Likert-type statements that allowed students to reflect their responses as NOT DESCRIBES ME to DESCRIBES ME with the range being from one to five. The sample was 173 students who took a foreign language class in spring 1996 at The University of Alabama.

Item analysis in general showed that the students' attitude toward foreign language for this population was positive. The reliability Cronbach alpha was .8712. A principal component factor analysis with a varimax (orthogonal) revealed four factors: motivation, students' effort and instructor role, self confidence and self interest, and students' anxiety.

The students' attitudes toward foreign language inventory psychometric analysis revealed sound properties and, therefore, it was concluded that the results can be used by researchers and practitioners to measure students' attitude toward foreign language.

ATTITUDE TOWARD FOREIGN LANGUAGE: GENDER OR PREVIOUS FOREIGN LANGUAGE TAKEN?

Pudjiati Sutarso and Toto Sutarso, The University of Alabama

Researchers had investigated some variables that affected attitude toward foreign language among foreign language learners. The purpose of this study was to investigate an effect of gender and previous foreign language taken on students' attitude toward foreign language.

The instrument used was the Students' Attitude Toward Foreign Language (SAFL), which was administered to foreign language classes at The University of Alabama. The sample consisted of 47 male students and 46 female students.

The data were analyzed by using a multivariate factorial model with four factors of SAFL as dependent variables and two independent variables: gender and previous foreign language taken. Multivariate analysis of variance (MANOVA) were performed by using Statistical Analysis System (SAS) version 608 on the IBM mainframe computer.

First, the data showed that there was a significant interaction effect of gender and previous foreign language taken on students' effort and instructor role. Second, there was a significant difference between male and female on foreign language anxiety. Third, there was a significant difference between students who had a previous foreign language class and those who had not on variable motivation.

PICTURE THIS CHARACTER: USING IMAGERY TO TEACH A JAPANESE SYLLABARY

Joyce F. Thompson, Lawrence County High School, and John F. Wakefield,
University of North Alabama

This study researched the effectiveness of imagery to teach English speakers to associate characters from a Japanese writing system (hiragana) with corresponding syllables in spoken Japanese. Participants were 21 adults with no prior knowledge of Japanese. Materials were 10 cards, each displaying a hiragana character on the front, and the same character on the back elaborated into an image. For the first five cards selected at random), the experimenter used the image to teach the association between the character and the sound that it represented. For the second five cards, the researcher used direct instruction to teach this association. Approximately equal time was spent learning under each condition.

Learning was assessed through a matching exercise. The 10 hiragana characters were prompts and their phonetic spellings were randomized responses. Differences between the number of correct matches for characters taught through imagery (odd items) and through direct instruction (even items) were assessed using t-tests for dependent samples. Results for imagery surpassed results for direct instruction both immediately ($p<.0001$) and after a two-week delay ($p<.0002$), imagery was concluded to be a more effective strategy than direct instruction to establish associative links between hiragana characters and the sounds that they represent.

8:00 a.m.-9:50 a.m. COMMUNICATION (Training Session)..... Lackey Room

WRITING AND GETTING PUBLISHED

John R. Petry, The University of Memphis, and Charles M. Achilles,
Eastern Michigan University

Training centered around opportunities and problems associated with writing and publishing articles and manuscripts. Topics included were sources of ideas for research and writing, guides for effective writing, proofing and editing a manuscript, publication sources, preparing a manuscript, methods of submitting manuscripts, criteria for evaluating manuscripts, and ethics in authorship and publishing. Other topics addressed include elements of style: elementary roles of usage, principles of composition and form, an approach to style, and faults in scholarly writing.

Objectives of the session were to increase the awareness of attendees of opportunities to publish, raise standards for writing quality manuscripts, and establish minimum guidelines for professional growth. The use of technology is of primary value.

Activities included a diagnosis of the basic writing skills of attendees, analysis of articles ready for submission to publications, and administration of a predictive measure for publication success. Several sources for publishing were presented and discussed. Publication sources were identified that give the manuscript submitters a higher chance of achieving success for acceptance. Participants' manuscripts were evaluated for their content, style, impact on the reader, value to the scholarly community, and importance as a contribution to literature.

9:00 a.m.-9:50 a.m. CULTURE (Discussion Session).....Mobile Room

PRESIDER: Cynthia Gettys, University of Tennessee at Chattanooga

A COMPARISON OF INTERNATIONAL AND AMERICAN GRADUATE STUDENTS' ATTITUDES TOWARDS BEHAVIORS PERCEIVED AS ACADEMIC MISCONDUCT

Marion B. Couvillion, Sue S. Minchew, and Cara Kim Fireison,
Mississippi State University

University officials have reported that international students represent a disproportionate percentage of the population of students reported for academic misconduct. Because definition of academic misconduct is based on cultural standards of ethics, the authors sought to identify international and American graduate students' attitudes toward student/teacher behaviors in the university environment. The researchers' goal was to explore what culturally diverse attitudes toward specific academic behaviors might have contributed to this disproportionate representation. Objectives that were addressed included identifying specific attitudes of international graduate students toward academic behaviors and comparing those attitudes with those of American graduate students.

An investigator-produced instrument was utilized to determine which behaviors were considered problematic. The instrument was administered to 65 international students. The same instrument was administered to 125 American prospective teaching assistants for purposes of comparison. A multivariate comparison revealed a significant difference between American and international students' perceptions of what constitutes academic misconduct. A multivariate comparison revealed a significant difference between American and International perspective graduate teaching assistants' perceptions of what constitutes academic misconduct. It was intended that this understanding be helpful to minimize the problem and to maximize the international students' effectiveness, both as students and as teachers.

THE ACCULTURATION OF INTERNATIONAL TEACHING ASSISTANTS IN A WEEK-LONG WORKSHOP

Sue S. Minchew and Marion Couvillion,
Mississippi State University

The purpose of this study was to investigate the effects of a week-long workshop on international graduate students' attitudes toward American culture, students, and pedagogy. Pre- and posttest surveys were administered to 65 international students enrolled in a pre-teaching workshop for prospective teaching assistants at a major university in the southeastern United States.

Through a combination of lecture, discussion, role-playing, and original materials, workshop instructors addressed topics related to the American university classroom, American language (both verbal and nonverbal), American holidays, foods, sports, shopping, family, ethics, and traditions. Original teaching materials included, in addition to an instructor-written teaching manual, a booklet written by American students in an undergraduate composition class. Designed to introduce international students to American culture, particularly southern culture, the 83-page booklet contained 25 pages of color photographs of American students and lifestyle that accompanied the written text.

A multivariate comparison of pre- and posttest surveys revealed significant changes ($p<.05$) in the international students' perceptions of American lifestyle at the end of the workshop.

THE IMPLICATIONS OF "CONSCIOUSNESS" IN SCHOOL CLASSROOMS: A REFLECTION

Sam Oleka, Eastern Kentucky University

"Consciousness of kind" is a socio-anthropological phenomenon that shows how people belong to groups in which they are conscious of "their kind." Today's students are from various multicultural backgrounds. Teachers must deal with these different "kinds" of students and their multicultural backgrounds in classrooms. Like the students, teachers themselves come from various "consciousness of kind" groups. This has the potential for pedagogical problems. Although why people like to live with, attract, and become attracted to others similar to themselves is not clear, it is clear that consciousness of kind is a powerful stimulus to social interaction and group formation. For this reason, it has significant implications for classroom teachers.

The purpose of this paper was to describe how "consciousness of kind" could affect teachers' pedagogical judgments and decisions or behavior toward learners who were not of their "kind" when such learners needed individual attention, counseling, discipline or reward in the classroom. The study recommended ways that teachers could deal with negative issues associated with "consciousness of kind," provided students with sense of individual identity, and how they fit into the world.

9:00 a.m.-9:50 a.m. NOMINATIONS FOR OUTSTANDING PAPERS .....Wilson Room

PRESIDER: Dot Reed, Air University

THE IMPORTANCE OF STRUCTURE COEFFICIENTS IN STRUCTURAL EQUATION MODELING CONFIRMATORY FACTOR ANALYSIS

Bruce Thompson, Texas A&M University and Baylor College of Medicine

Confirmatory factor analysis (CFA)--using LISREL, EQS, AMOS, and other software--has become increasingly more popular because of the unique features of these analyses. For example, these applications directly test the fit of rival models to data, and they estimate population parameters rather than sample statistics. However, it is suggested here that many published CFA reports are incorrect because most software does not automatically print structure coefficients, and, therefore, many researchers do not correctly interpret their results.

A general linear model (GLM) framework was employed to suggest that structure coefficients ought to be interpreted in structural equation modeling confirmatory factor analysis (CFA) studies in which factors are correlated. The computation of structure coefficients was explained. Two heuristic data sets were used to make the discussion concrete. The benefits from using CFA structure coefficients was illustrated using two additional studies.

ENHANCING LITERACY AND PARENT INVOLVEMENT IN LOW-ACHIEVING SCHOOLS

Jack Blendinger and Linda T. Jones, Mississippi State University

This study investigated the perceptions of classroom teachers involved in enhancing literacy and parent involvement through a university-school collaborative project. The two schools selected for the project were identified as being ineffective by the Mississippi Department of Education and were placed on accreditation probation because of low academic achievement. These schools were also identified as having the most minimal level of parent involvement among the schools in the school district to which they belong.

Ten elementary teachers from the two schools were selected to be project partners. The teachers established classroom libraries to increase the quantity and quality of children's reading, implemented school-home reading programs to extend learning to the home and involve parents in their children's reading, and increased communication between the classroom and the home. The teachers also conducted workshops for parents on how to help children learn at home.

Questionnaires, observations, artifacts, and field notes were used to assess the project's outcomes. Data were collected from teachers, students, and parents. University intervention through a research project emphasizing a partnership approach appeared to have had a positive impact on enhancing literacy and parent involvement.

SPEAKING FOR THEMSELVES: WRITING SELF-EFFICACY BELIEF OF HIGH- AND LOW-APPREHENSIVE WRITERS

Patricia B. Wachholz, Lane College, and Carol Plata Etheridge,
The University of Memphis

This study investigated the differences in writing self-efficacy beliefs among high- and low-apprehensive writers. The Daly-Miller (1975a) Writing Apprehension Test was administered to 43 developmental writers in three freshman composition classes. Students scoring ±1 SD from the mean for that population were selected for further study. Content analysis of writing samples identified categories that students perceived as influencing their writing confidence. Finally, interviews were conducted among five high- and five low-apprehensive writers to compare writing self-efficacy beliefs and the previous experiences of the two groups. The results demonstrated clear differences in prior writing experiences between high- and low-apprehensive writers. Further, the findings supported social cognitive theory, which suggests a relationship between self-efficacy and performance. The researchers offered suggestions to aid teachers in combating negative self-efficacy beliefs about writing among students. The suggestions were intended to assist teachers in creating an instructional classroom climate in which students' development as writers can occur.

9:00 a.m.-9:50 a.m. **TECHNOLOGY (Discussion Session).....Logan Young Room**

PRESIDER: Randall Parker, Louisiana Tech

USING VIDEO-BASED CASES TO CHALLENGE PRESERVICE TEACHERS' BELIEFS ABOUT TEACHING AND LEARNING MATHEMATICS

Martha Martin and Linda Barron, Vanderbilt University

Video-based cases of classroom instruction were used in an elementary mathematics methods course to situate pedagogical problems for in-class discussion and out-of-class papers. The purpose of this study was to investigate how utilization of these materials in pedagogical problem-solving contributed to six preservice teachers' changes in beliefs regarding how children learn mathematics and the role of the teacher in the classroom.

Qualitative data were collected over an entire semester. Transcripts of interviews, written lesson plans, and transcripts of mathematics lessons were analyzed by the grounded-theory method to infer changes in participants' beliefs.

Three of the participants attempted to incorporate some reform ideas into traditional practices but retained traditional beliefs. Intervening factors for these three teachers included perceived lack of support from cooperating teachers and perceived lack of pedagogical and mathematical knowledge. The other three preservice teachers attempted to plan and teach lessons that indicated beliefs consistent with assumptions about teaching in current reform recommendations.

USING INTERACTIVE VIDEO TO TEACH LEARNING THEORY TO UNDERGRADUATES: PROBLEMS AND BENEFITS

Ann D. Chapman, Eastern Kentucky Universtiy

Recent advances in technology are enabling universities to use innovative combinations of audio, video, and computers to radically expand traditional definitions of both "the classroom" and "distance learning." During this session, instructional use of interactive video was discussed. Interactive video enables instructors to be with students in one location and at the same time to see and converse with students in other locations.

A case study of one instructor's initial experience teaching via interactive video was presented. The instructor had taught the course, "Learning Theories Applied to the Classroom," for six years in a traditional classroom. The interactive video class had students in four locations. Class sizes at the individual locations ranged from one to sixteen. Data included the instructor's weekly journal, students' mid-term and final class evaluations, and student's final grades. The final grade averages and grade distributions for the interactive video class compared favorably with the grades of students in the instructor's traditional classroom learning theory courses.

Benefits and problems for both instructors and students were discussed. Methods for overcoming problems and successfully teaching via interactive video were suggested.

9:00 a.m.-9:50 a.m. SCHOOL MOTIVATION (Symposium).....Mason Room

ORGANIZER: Adam Winsler, The University of Alabama

SELF-REGULATION AND MOTIVATION IN EDUCATION

Overview

Competent performance in school or any other context requires three elements from the student: knowledge, motivation, and self-regulation. While schools are relatively good at increasing student knowledge, they largely fail at facilitating in students the other two important qualities of the successful life-long learner, namely, the motivation to pursue challenging learning goals, and the self-regulatory skills necessary for planning, organizing, and executing the action patterns required to attain complex learning goals. This symposium discussed current research and theory on intrinsic motivation, self-regulation, self-determination, self-efficacy, and possible-selves, and offered suggestions for educators interested in facilitating adaptive motivational patterns and self-regulatory abilities in their students.

Intrinsic Motivation in Young Children: Supporting the Development of Mastery Motivation in the Early Childhood Classroom

Martha P. Carlton, The University of Alabama

Perhaps the best example of an intrinsically-motivated learner is the young infant whose innate sense of curiosity allows for endless learning, exploration, and efforts to master the environment. Unfortunately, many children appear to have lost this powerful type of motivation by the time they reach grade one. This presentation reviewed research on mastery motivation and discussed what parents and preschool teachers can do to maintain this pattern of motivation well into the school years.

Fostering Self-Regulation in the Preschool Years: Activities for Teachers and Parents

J. Rene de Leon and Adam Winsler, The University of Alabama

Self-regulation, the capacity to plan, monitor, and control one's behavior, is a major developmental outcome of the preschool years. Adult-child interaction styles and classroom activities strongly influence children's development of self-regulation. Guidelines, instructional strategies, and specific curricular activities that teachers and parents can use to assist preschool children to develop their self-regulatory skills were provided.

Facilitating Intrinsic Motivation in School-Age Children: Suggestions for Teachers
Patricia A. Neal, The University of Alabama

Although the implications of motivation research using behaviorist theories of learning have been adequately synthesized for teachers in the form of guidelines for using external reinforcement in the classroom, the practical implications of motivation research from sociocultural and social-cognitive perspectives are harder to find in a form accessible to teachers. This presentation summarized for teachers the implications of research on personal control, autonomy, attributions, self-efficacy, and intrinsic motivation. Concrete suggestions for facilitating student motivation were given.

Giving Adolescents the Motivational Tools They Need to Invest in Their Own Future: The Role of Students' Possible Selves and Self-Schema
Tammy M. Jenkins, The University of Alabama

Adolescents have well-organized, context-specific feelings, beliefs, and perceptions about themselves known as self-schema. When adolescents are confronted with a new situation, relevant self-schema are automatically activated, and they affect the way students think, feel, and behave in the new situation. Self-schema combined across many situations form possible selves - complex, coherent images of the person the adolescent hopes to become, feels that he or she can become, or fears becoming. This presentation described the role that adolescents' self-schema and possible selves play in achievement motivation and academic performance.

Internalization of Religious Values at Home and at School: Implications for Behavioral Self-Regulation and Self-Determination in Adolescence and Young Adulthood
Kermit L. Carter and Adam Winsler, The University of Alabama

Research on parent-child socialization shows that authoritarian parenting is associated with poor behavioral control and weak internalization in children, whereas authoritative parenting facilitates behavioral self-regulation. Similar dynamics appear to apply to the internalization of religious values. Parents (and educators at parochial schools) who want adolescents to internalize a particular set of religious values and to behave in a manner consistent with those beliefs would do well to provide youth with more opportunities for autonomy and self-determination.

9:00 a.m.-9:50 a.m. **CREATIVITY AND GIFTEDNESS (Discussion Session)..... Thames Room**

PRESIDER: Catherine McMillan, Northwestern State University

DIVERGENT PRODUCTION IN GIFTED ADOLESCENTS UTILIZING TIMED VS. UNTIMED STIMULI WITH CREATIVE PROMPTING

Gregg A. Johns, Linda W. Morse, and David T. Morse,
Mississippi State University

The purpose of the study was to examine the effects of timed vs. untimed stimuli with creative prompting on divergent production in a group of adolescent gifted camp participants. Twenty adolescents participated in the study and were randomly assigned to two groups. Each group was exposed to the same treatment conditions; however, the order of stimuli was counterbalanced across the two groups to control for sequencing effects. Stimuli consisted of the presentation of two four-letter sets that required participants to produce as many four-word sentences as possible, and two scenarios that asked participants to produce as many plot titles or consequences as possible. Each stimulus was presented in either a three-minute timed condition or an unspecified time condition (however, responding was discontinued after five minutes elapsed).

A repeated-measures MANCOVA resulted in statistically significant differences between mean fluency totals of untimed conditions as compared with mean fluency totals of timed conditions ($p<.01$). Participants produced statistically significant more mean responses on untimed stimuli as compared with timed stimuli. These results supported the literature regarding higher fluency scores resulting from untimed conditions as opposed to traditional timed conditions. However, age did not emerge as a significant source of covariation.

THE EFFECTS OF EXTENDED CREATIVITY TRAINING ON DIVERGENT AND CONVERGENT THINKING

Linda W. Morse and Rhonda L. Tannehill,
Mississippi State University

This investigation explored how extended creativity training would affect problem-solving ability requiring divergent and convergent thinking. Subjects included 44 undergraduate subjects: one group (N=23) completed a one-semester course involving creative learning and problem-solving strategy training while the other students (N=21) served as a control group. All subjects completed a problem-solving test consisting of divergent and convergent thinking tasks as a pretest and an alternate form as a posttest. Demographic data and ACT scores were also collected.

Comparisons were made using t-tests for the pretest and posttest measures of convergent and divergent items from the problem-solving test. No significant differences were found on the total scores for convergent and divergent thinking. Comparisons between the control and experimental groups on the posttest also yielded no significant differences. A MANOVA was computed using ACT as a covariate for comparing the performance on the convergent and divergent total measures between the control and experimental groups. A significant effect was found favoring the experimental group. This finding suggested that extended creativity training may be effective when considering entry-level characteristics.

GIFTED EDUCATION PROGRAMS AT THE SECONDARY LEVEL: SPECIALIZED SCHOOLS FOR THE GIFTED AND REGULAR PROGRAMS FOR ACCELERATED SENIORS

Marian N. Jackson, University of Southwestern Louisiana

The purpose of this review was to describe the effectiveness of gifted education programs designed for high school students. Of particular interest was the presence of any differences in performance between secondary students who attended specialized schools for the gifted and accelerated students who attended regular high school. The comprehensive review included an examination of research conducted at the international, national, and state levels. Multiple variables were considered in order to conduct a meaningful evaluation of current practices and the effect of these practices.

Findings from the review indicated a growing trend in the establishment of secondary schools for the gifted since the early eighties. In addition, school systems have begun to focus on gifted students who were not identified for the specialized schools, whose parents cannot afford to send them to the specialized schools, and who elect not to attend those specialized schools. The jury is still out on the long-term effectiveness of specialized schools. Further research is needed.

10:00 a.m.-10:50 a.m. TEACHER EDUCATION (Discussion Session).....Thames Room

PRESIDER: Linda T. Coats, Mississippi State University

STUDENT TEACHER/COOPERATING TEACHER RELATIONSHIPS: A COMPARISON OF EXPECTATIONS

Susan M. Kelly and Amy P. Dietrich, The University of Memphis

A 1995 survey of 160 student teachers at The University of Memphis assessed pre-student teaching expectations regarding the nature of their relationships with cooperating teachers. Results of this study indicated patterns of expectations that were often realized during the student teaching experience. Subsequent evaluation of these results raised questions regarding the degree to which student expectations were congruent with those of cooperating teachers.

The purpose of the current study was to determine the nature and degree of similarities and differences between the expectations of student teachers and cooperating teachers. Findings obtained from a survey administered to cooperating teachers were subsequently compared to the initial student teacher data.

Subjects in this subsequent study were 100 cooperating teachers who supervised graduate and undergraduate student teachers. The questionnaire used in the 1995 study to sample expectations regarding roles and relationships anticipated during the student teaching experience was administered to the cooperating teachers.

A comparison of responses indicated similarities in basic expectations between the two groups. However, some significant discrepancies were noted. The process of identifying and addressing these discrepancies could improve the quality of the student teaching experience for both cooperating teachers and the student teachers they supervise.

THE PERCEPTIONS AND STRATEGIES OF TEACHERS AS REFLECTIVE PRACTITIONERS

Lynn Gillaspie, John D. Light, and Janice Myhan, University of North Alabama

The purpose of this study was to determine if graduates of a teacher education program were using reflective practices in their classrooms and professional lives. Because the university knowledge-base was founded on a reflective model, faculty members wanted to examine how teachers perceived the importance and degree of usage of reflective practices on a day-to-day basis.

Data were obtained from 145 graduate students through the field testing of an instrument entitled Teacher Survey of Reflective Practices. Items were designed to assess information related to the following areas: (1) identification of reflective practices, (2) use of professional practices to modify teaching strategies, (3) use of activities and behaviors to teach others, (4) factors affecting reflective practices, and (5) forces influencing teaching practices.

The results of this pilot study were analyzed via ANOVA to discern the degree of the actual use of reflective practices in contrast to whether such practices should be used in modifying classroom instruction. Fifty-one percent reported that they had received training in the use of reflective practice. Seventy-nine percent stated that the use of reflective practices was of "medium" to "high" importance in their current positions. There were significant differences between existing and desired reflective practices.

PRESERVICE TEACHERS AS RESEARCHERS: USING ETHNOGRAPHIC TOOLS TO INTERPRET PRACTICE

Lois McFadyen Christensen, The University of Alabama at Birmingham

This study was an ethnographic account written from the data generated by 11 preservice teachers who were taught ethnographic skills to focus observations in elementary field settings. Observing, interpreting, and reporting were the skills practiced while enrolled in a social studies methods course in teacher education. From the data set the preservice teachers wrote collaborative ethnographic accounts.

The inquirer sought to capture the preservice teachers' voices, emotions, actions, and perceptions through an interpretive, ideographic, narrative account. The account interpreted a slice of life experienced while in a field placement connected to the course. It described how all participants mutually shaped one anothers' thinking and perceptions about the act of teaching. This study examined how ethnographic tools enabled 11 preservice teachers to rethink the act of teaching for themselves and reflectively interpret and construct meaning about their observations and teaching. Implications and considerations were drawn for teacher education programs that promote reflective practice and a constructivist approach.

10:00 a.m.-10:50 a.m. EDUCATIONAL REFORM (Discussion Session)..... Mason Room

PRESIDER: Patrick Kariuki, Milligan College

PROFESSIONAL DEVELOPMENT SCHOOLS: PROBLEMS, SOLUTIONS, AND BENEFITS

Frances K. Kochan, Auburn University

The purpose of this study was to determine the perceived problems, solution strategies, and benefits of School/University Partnerships focused on creating Professional Development Schools as reported by those involved in this process.

An open-ended survey was sent to participants attending a national conference on Professional Development Schools asking them to identify barriers to school/university collaboration, the strategies used to overcome these barriers, and the benefits of such activities. A content analysis was conducted. Data were examined by looking at sentences, phrases, and words, and organizing them into units of information. These units were then organized into categories. Data were linked and integrated using initial categories. A quantitative decision rule was used to determine which categories would be maintained and which would be combined or deleted. This list was reviewed and further combined until saturation occurred. A final list of categories was created from which broader themes were developed.

Four major problem areas were identified. Solution strategies were found to be diverse in each area. Benefits were organized into four categories. Recommendations for using the information for anticipating problems, developing solutions, and examining the value of such partnerships were developed from the findings.

A PILOT PROFESSIONAL DEVELOPMENT SCHOOL AND CHANGES IN PRESERVICE TEACHERS' SENSE OF EFFICACY AND STRESS

Scott Hopkins, University of South Alabama

This study focused on the effects of a pilot Professional Development School (PDS) on changes in teacher efficacy and stress. Preservice teachers were administered the Teacher Efficacy Scale and the Teacher Stress Scale at the beginning and following the completion of their internship. Preservice teacher efficacy was reflected by General Teacher Efficacy (GTE) and Personal Teacher Efficacy (PTE). Preservice teacher stress was measured through role ambiguity, role overload, role preparation, job satisfaction, illness symptoms, and overall stress.

A comparison of the changes in Teacher Efficacy utilized ANCOVA. In measuring GTE, both groups had a statistically nonsignificant lessened sense of teacher efficacy. However, the control group had a statistically significant gain in PTE. In comparing stress changes, the control and experimental groups had scores reflective of a nonstatistically significant decline during their internship. However, the control group experienced a statistically significant greater stress reduction in most areas.

It appeared that the internship decreased stress and that this PDS needed alternative evaluation measures as well as increased social support. Also, the traditional internship program may not have provided realistic experiences and has been dependent on the university supervisor.

AN ANALYSIS OF UNIVERSITY STUDENTS' INITIAL PERCEPTIONS OF THE PROFESSIONAL DEVELOPMENT SCHOOL EXPERIENCE

Cynthia M. Gettys and Richard Gruetzemacher,
University of Tennessee at Chattanooga

This study investigated the perceptions of university students toward an early field placement program, the Professional Development School Experience (PDS), during its pilot year at a southern metropolitan university. The purpose of the study was to compare the attitudes of preservice Professional Development Schools students with university faculty teaching at the PDS, and PDS site administrators in the following areas: (1) Curriculum and Planning for Teaching, (2) Roles of Program Participants, (3) University-PDS Relationships, and (4) Program Perceptions.

A color-coded, 30-item questionnaire was completed by 74 Professional Development students, four PDS school site-based administrators, and five PDS university professors. Data were collected from 100% of the program participants. Specific additional input was gathered through additional open-ended questions.

Data analysis involved the application of descriptive statistics, the use of the correlated t-test, and ANOVA. Preliminary findings indicated strong support for the PDS experience. Statistically significant differences were found between the perceptions of the PDS university students and the PDS university professors regarding the PDS university professors' relationships and involvement with the PDS experience.

10:00 a.m.-10:50 a.m. LEADERSHIP (Discussion Session).....Lackey Room

PRESIDER: Regina Halpin, Mississippi State University

UPWARD MOBILITY BARRIERS PERCEIVED BY WOMEN ADMINISTRATORS IN INTERNATIONAL SCHOOLS

Barbara T. Berman, The University of Alabama

Societal perceptions of traditional, appropriate male and female roles may figure in the hiring of women as top administrators in international schools. Currently, of 1,215 senior positions, 294 are held by women, which represents 24%. There is little information regarding the potential barriers that would affect the upward mobility of these women administrators. The achievement of gender representation parity placing these women in leadership positions could be facilitated by an awareness of the relevant barriers.

In this study, a summative rating scale of 40 items was sent to 53 female directors, principals, assistant principals, and coordinators working in international schools in Canada, Mexico, and the United States. The participants were asked to respond to statements related to barriers for women in their field using a Likert scale. A factor analysis was used in data reduction.

The primary hurdles that all categories of the females surveyed perceived were as follows: (1) family plans and domestic arrangements are found to be unfairly emphasized in administrative hiring decisions; (2) pre-school child care-giving responsibilities are demanding; and (3) inadequate recognition and remuneration at higher levels of responsibility are demotivating.

A COMPARISON BY GENDER OF SELECTED EDUCATIONAL ADMINISTRATIVE POSITONS IN PUBLIC EDUCATION

Sharon Crabb, University of Southern Mississippi

The purpose of this study was to determine whether there was a relationship between the selected educational administrative positions of principal, vice principal, department head, guidance counselor, subject coordinator, school supervisor, assistant superintendent, and superintendent based on gender.

The data were gleaned from the database for the Anglophone membership of the NBTA for the school years inclusive of 1992-96. The data were initially reported by teachers on an Active Membership Registration document. The hypothesis was that there would be no relationship between educational administrative positions and gender. The method used to test this relationship was chi-square, a statistical test of significance used to determine whether frequency differences have occurred on the basis of chance.

The results of this study indicated that there was a statistically significant relationship (chi-square=23.2217, df=7, p=.0016) between gender and administrative positions. Specific results indicated that the gender gap for some positions had been decreasing while others had remained constant or had widened.

The four years represented in this study indicated minimal movement toward gender equity, and supported the contention that, if the current rate continues, it will be well into the twenty-first century before women experience substantial gains in representation in administrative positions.

10:00 a.m.-10:50 a.m. NOMINATIONS FOR OUTSTANDING DISSERTATION .....Wilson Room

PRESIDER: David T. Morse, Mississippi State University

THE EFFECTS OF COMPUTERIZED ADAPTIVE TESTING AND EXAMINEE TEST MOTIVATION ON ALGEBRA SKILLS, TEST ANXIETY, AND ATTITUDES

JinGyu Kim, National Board of Educational Evaluation (Korea)

The purpose of this study was to investigate the effects of test method and test motivation on ability, test anxiety, and attitudes toward computerized adaptive testing (CAT) and the relationships between examinees' individual difference variables and computerized adaptive test performance.

Korean college students (n=208) were given the Math Aptitude Test, Math Self-Concept Scale, Math Anxiety Scale, Computer Competence Instrument, Computer Anxiety Scale, and Test Anxiety Inventory in a regular classroom. Students were randomly assigned to motivated and non-motivated groups. Each group was given paper-and-pencil and computer versions of an algebra test in random order followed by the paper or computer versions of the respective anxiety scale. The examinees' test motivation was the independent variable in a multivariate analysis of covariance. The six dependent variables were the paper-and-pencil and computer versions of the algebra skills test and the test anxiety inventory and two CAT attitude scores. The covariates were math aptitude and test anxiety.

This study demonstrated the equivalence between the paper-and-pencil test and the CAT, and found that test motivation influenced achievement and anxiety but did not affect CAT attitudes. Math aptitude was the most significant predictor of CAT performance. Motivation also helped to explain student achievement.

THE RELATIONSHIPS BETWEEN KINDERGARTEN TEACHERS' PERCEPTIONS OF LITERACY ACQUISITION AND THE QUANTITY AND QUALITY OF CLASSROOM LITERACY MATERIALS AND CHILDREN'S INVOLVEMENT IN LITERACY EVENTS

Rebecca McMahon, Mark G. Richmond, and Carolyn Reeves-Kazelskis,
University of Southern Mississippi

This study investigated relationships between teachers' perceptions of literacy acquisition and (1) children's involvement in literacy events and (2) the quantity and quality of literacy materials in classrooms. The subjects were 12 kindergarten teachers and 16 randomly selected students from each classroom.

Teachers' perceptions were categorized as being either "reading readiness skills" or "emergent literacy" based on responses to the Literacy Acquisition Perception Profile and teacher interviews. Children's voluntary involvement in literacy events was observed and recorded during a 12-week period. The quantity and quality of classroom literacy materials were measured using the Inventory of Literacy Indicators.

Data analyses indicated significant relationships between teachers' perceptions of literacy acquisition and children's involvement in literacy events (X^2 (1)=16.82, $p<.01$), the quantity of classroom literacy materials (F (1, 10) =10.34, $p=.009$), and the quality of classroom literacy materials (F (1,10)=14.54, $p=.003$). It was concluded that children in classrooms of emergent literacy teachers participated in a higher number and greater variety of literacy events than did children in reading readiness skills classrooms and that literacy materials in classrooms of emergent literacy teachers were higher in both quantity and quality than were literacy materials in reading readiness skills classrooms.

10:00 a.m.-10:50 a.m. COUNSELING (Discussion Session)..... Mobile Room

PRESIDER: W. C. Johnson, Mississippi State University

REHABILITATION COUNSELING TRAINEES' PERCEPTIONS OF HELPFUL SUPERVISORY BEHAVIORS

Cara Kim Fireison and Glenda Jenkins,
Mississippi State University

The purpose of this study was to determine which supervisory behaviors, within university-based training, graduate-level rehabilitation counseling, supervisees found most helpful in developing their counseling skills. All directors of CORE-accredited rehabilitation counseling programs listed in the NCRE Membership Directory (1993-94) were mailed a research packet that contained several copies of the Revised Supervision Questionnaire (SQ-R). Along with the traditional responses on the SQ-R, an extra column was added for students to mark not only their perceptions of their supervisors' actual behaviors, but also how important these behaviors were to them in the supervision process.

A total of 85 students from 29 universities throughout the United States participated. Spearman rank-order correlations suggested that there were significant correlations between actual supervisory behaviors and the importance of those behaviors as perceived by supervisees in all but three of the behaviors. In order to further explore the observed relationships between behaviors, a cross tabulation procedure was utilized. In total, 22 of the 50 correlations had 15% or more of the responses dichotomously opposed in what the perceived actual supervisory behaviors were as compared to the valued supervisory behaviors.

This study indicated a practical need for a more consistent correlation between current supervisory behaviors and supervisee priorities.

AN INVESTIGATION OF COUNSELOR EDUCATORS' ROLE AS MENTORS FOR GRADUATE STUDENTS

Jennifer Lewis, Mississippi State University, and
Barbara Reese, St. Mary's University

The role of counselor education faculty as mentors was investigated in regard to the needs of counseling graduate students. Drifts between counselor practitioners and researchers as mentors was discovered as one major problem area for students wishing to develop well-rounded professional development relationships. The distinction between supervisory and mentor relationships was explored, which yielded several differences. Components were identified regarding mentees' perceptions of successful mentor relationships. These components were identified as support, comprehensiveness, career development, and research assistance. The qualities of an effective mentor were highlighted in conjunction with risk involved in an ineffective experience.

Research has shown that effective mentoring can increase competence and self-esteem in mentees. The implications of such findings have been crucial for the development of counselor trainees and should be held as valuable information for counselor educators. Students were able to identify qualities and strategies for selecting an appropriate mentor and for improving their current mentor-mentee relationships. Further research implications were discussed.

10:00 a.m.-10:50 a.m. EVALUATION (Discussion Session).....Logan Young Room

PRESIDER: Jim Flaitz, University of Southwestern Louisiana

AVERAGED OR REPLACEMENT GRADING: A DUAL GRADING COMPROMISE

J. Gordon Nelson, Jacksonville State University

The grading system most used at universities is "Averaged Grading" where GPA is calculated on the basis of "hours attempted" (e.g., if a student earns an "F" and retakes the course and earns an "A," the final grade would be averaged into a GPA of a "C"). A new grading system currently being considered and implemented in some universities is "Replacement Grading" based on "hours earned" (e.g., if a student earns an "F" and retakes the course and earns an "A," the final grade would replace the previous grade with a GPA of an "A"). Controversy over these two grading systems suggests a "Dual Grading" compromise (i.e., Averaged Grading used for honors and Replacement Grading used for graduation).

A faculty survey was conducted at an Alabama state university (50% response rate, n=140) with the following results: 30% voted for Averaged Grading, 37% for Replacement Grading, and 33% for Dual Grading. Post hoc comparisons using a one-way ANOVA suggested that older faculty preferred Averaged Grading, younger faculty preferred Replacement Grading, and mid-career faculty preferred Dual Grading. Other survey items were discussed to help universities in their grading policy decisions.

TECHNOFOIBLE: WHY SPEND FOR COMPUTERS WHEN WE ARE ASSESSED BY TESTS?

Gordon C. Bobbett, Knoxville, and Charles M. Achilles, Eastern Michigan University

Currently, there is great interest in outcomes of American education, accountability based on student performance, and clear communication to school constituencies of achievement of school districts and schools. Three different methods of conveying student outcome might include: (1) SAT scores (i.e., college admissions), (2) computers per students in the school, and (3) the student's overall well-being (e.g., (a) % low-birth-weight babies, (b) infant mortality rate, (c) child death rate, ages 1-14, (d) teen violent death rate, ages 15-19, (e) juvenile violent crime arrest rate, ages 10-17, (f) percent of teens who are high school dropout, ages 16-19, (g) percent teens not attending school and not working, ages 16-19, (h) percent of children in poverty, and (i) percent of single-parent families). At their recent summit, the governors pledged more technology for schools; yet, American students are in poverty. Little attention has been given to the value and uses of these different outcome indicators.

Data representing all 50 states were developed for the three indicators. Both parametric and non-parametric analysis were used to examine the relationships between their three primary student "health" indicators ($p \leq .05$).

Finding and conclusions included: (1) the SAT score is more of a proxy for the state's (community's, or family's) socioeconomic status (SES) than a reflection of the instructional effectiveness of the state's educational system; (2) a small ratio of students per computer does not have a strong association with the mastery of higher SAT scores--owning a computer in the district does not guarantee or even imply academic excellence; and (3) the outlier analysis (Jacknife) suggested that the mastery and evaluation of academic skills is a complex process. More money along with availability of advanced technology does not always translate into high-level student outcome.

MAKING MULTIPLE-CHOICE TESTS AUTHENTIC ASSESSMENTS IN TEACHER TRAINING PROGRAMS

Barbara Yunker, Jacksonville State University

Preservice teachers in Educational Measurement, Educational Psychology, and Developmental Psychology classes were introduced to "The Challenge," an assessment strategy implemented for six semesters that, combined with traditional multiple-choice testing, evaluated classroom achievement in an authentic, performance-based way.

Students received their graded multiple-choice test papers and were invited to verbally justify and support their choice of the "best" but incorrect response to each item. Students were required to present their arguments in logical, rational fashion. If students provided a convincing rationale, the Challenge was successful, and all students who chose that same response were awarded the point value for the item. The average number of successfully challenged items per 50-item test was four. However, the most promising results occurred in terms of student's participation, enthusiasm, learning, and refinement of critical-thinking skills.

11:00 a.m.-11:50 a.m. INTERNATIONAL EDUCATION
(Discussion Session).....Mobile Room

PRESIDER: Sam Oleka, Eastern Kentucky University

THE INTERNATIONAL BACCALAUREATE RESULTS: DIFFERENCES IN PERFORMANCE OF STUDENTS FOR WHOM ENGLISH IS A FIRST VS. SECOND LANGUAGE

Joseph Mee and Neelam Kher-Durlabhji, Northwestern State University

This was a causal-comparative study with language differences as the independent variable and students achievement results on the International Baccalaureate (IB) Examination as the dependent variable. The sample of graduating students from an international school in Japan consisted of 41 for whom English was a first language and 35 for whom it was a second language. These graduating students had taken the IB examination between the years of 1987 and 1994. This study was conducted to determine if there were differences in the two groups' performance on the English, History, and Math portions of the IB exam.

Students for whom English was a second language scored significantly lower on the English and History subtests ($p<.05$). Their scores on the Math subtest were marginally lower than the students for whom English was a first language ($p<.10$). One reason why students with English as a second language may have scored lower on the History subtest is because explanations in history are language dependent, whereas, in math and sciences, students may be able to demonstrate competence without relying heavily on language capabilities because these subjects tend to use an international language.

A COMPARISON OF TECHNOLOGY USE IN SELECTED CHINESE AND AMERICAN UNIVERSITIES AND COLLEGES

Heping Deng and Russell West, East Tennessee State University

The purpose of this descriptive study was to compare computer use in selected Chinese and American universities/colleges and evaluate the assumption that students and faculty in America have greater access to computer technology than their counterparts in China.

Semistructured interviews were conducted with 30 students and 12 faculty members in departments of education at seven universities located in southern China and a similar group from comparable institutions in Tennessee.

The results indicated that highly advanced technologies were being adopted in China, although not to the same extent as in the United States. Some institutions allowed faculty members to purchase computers. At Jinan University, for example, faculty paid one-tenth the price for a computer, while the school paid the remainder. Freshmen were required to take computer applications during the first semester admitted to college. These results were contrasted with computer use in selected universities and colleges in Tennessee.

Computer technology is becoming very important to students and faculty in China. Recent application programs have been adopted as soon as they are put on the market in the United States. While still lagging behind their American counterparts, China is making great strides in providing access to these new technologies.

11:00 a.m.-11:50 a.m. MULTICULTURAL EDUCATION (Discussion Session).....Logan Young Room

PRESIDER: Amanda Baxter, Mississippi State University

SCHOOL AND FAMILY PERSPECTIVES: AFRICAN AMERICAN HIGH SCHOOL STUDENTS IN A RURAL ENVIRONMENT

Linda T. Jones and Jack Blendinger, Mississippi State University

This qualitative case study investigated African American students' perceptions of school and family life. Ten seniors attending high school in a rural environment comprised the subjects for the case.

Data were collected using a standardized open-ended interviewing technique applied to key informants (i.e., individuals possessing special knowledge). Focused interviews were conducted with students to elicit their views. Information obtained was organized into themes for purposes of analysis, interpretation and reporting.

Findings from the study shed light on the students' school experiences, study habits, family patterns (e.g., eating dinner together), amount of time spent watching television, reading activities, parent involvement in education, and how time is spent outside of school. Students' plans after graduation from high school were also explored.

SUBJECTIVE CONSUMER VIEWPOINTS OF FAMILY- CENTERED EARLY INTERVENTION PRACTICES

David Sexton, James Ernest, Jerry Aldridge, and Jennifer Kilgo,
The University of Alabama at Birmingham

The purpose of the Q-study was to determine the subjective views of early intervention consumers (families) on what professional behaviors constituted family-centered practices. Thirty-five family members were asked to sort 71 items representing specific professional practices during all phases of the early intervention process along an 11-point continuum ranging from -5 (most unimportant family-centered practices done by professionals) to +5 (most important family-centered practices done by professionals) with 0 reflecting a neutral point.

All 35 participants' Q-sort item scores were subjected to principal components analysis followed by varimax rotation. Three distinct viewpoints, comprised of at least four consumers who sorted the statements in similar ways, were identified. To obtain an arrangement of the family-focused statements that best typified each viewpoint, a factor array was calculated.

All three viewpoints valued different types of professional behaviors as being most important. Certain similarities in views also were suggested by consumers sorting some behaviors similarly. These viewpoints suggested that one list of professional behaviors applied equally across all consumers of early intervention consumers would be inappropriate practice.

FOSTER FAMILY WORKSHOPS: PARTICIPANTS' PERCEPTIONS OF THEIR EFFICACY AND OF NEEDED TRAINING TOPICS

Joan C. Harlan, Mitylene Arnold, and Amy Durham,
The University of Mississippi

The purpose of the study was to determine: (1) participants' perceptions of the efficacy of 30 foster family workshops (FFW), as conducted by university faculty, and (2) participants' perceptions of necessary additional training topics. Data were obtained from 624 parents who attended FFW in 16 different locations over an 18-month period. The instrument was an 11-item researcher-prepared evaluation form that assessed the degree of participants' satisfaction with workshop organization, scope, sequence, schedule, and the style of presentation.

An analysis of the data indicated overwhelming satisfaction with the workshop and the presenters. Specific suggestions for revisions of workshop format and content were obtained. Suggestions included: increased group discussion time, training videos, and more in-depth coverage of selected topics. There was consistency and unanimity among participants about topics for additional training. The topics most frequently suggested were: (1) foster parents' rights and responsibilities, (2) foster children's rights, needs and safety, and (3) dealing with sexual abuse.

In-depth analysis of the participants' evaluations and suggestions were presented for the benefit of teacher educators and others who provided workshops for populations similar to those surveyed for this study. Specific implications for improved delivery of critical content for foster parents/families were addressed in detail.

11:00 a.m.-11:50 a.m. LEARNING PROJECTS (Discussion Session).....Mason Room

PRESIDER: Ernest A. Rakow, The University of Memphis

COMPARISON OF LEISURE AND RECREATIONAL ACTIVITIES FOR ADOLESCENTS WITH AND WITHOUT DISABILITIES: A MATTER OF CHOICE

David L. Naylor, Kathleen R. Atkins, and James C. Mainord,
University of Central Arkansas, and James E. Whorton,
University of Southern Mississippi

Recreation and leisure activities may be life-long, and preferences developed during adolescence may be enjoyed throughout an individual's life. Individuals place a great deal of importance on "choice," and there is a strong relationship between exercising choice and independence. This study focused on recreation and leisure activities selected when a group of high-school-aged students, both with and without disabilities, were given a choice. High-school-aged students, with and without disabilities, were interviewed by one of their teachers, a student teacher, or one of the researchers using the "Recreation and Leisure Inventory." In addition to being analyzed through the data relative to disabilities, they were also analyzed by type of classroom placement, regular, combined, or special.

Results included a report of the various activities selected by the participants categorized by disability and program type. Additionally included were frequency of participation, choice of partners for participation, and their descriptions. Conclusions related to the freedom to exercise choice and its impact on the quality of life for individuals with and without disabilities.

JOB SATISFACTION AMONG SOCIAL WORKERS IN THE KENTUCKY DEPARTMENT FOR SOCIAL SERVICES

Caroline E. Little, Kentucky Department for Social Services, and
Kenneth Clawson, Eastern Kentucky University

Given the high turnover rate among family services workers, job satisfaction needs to be examined. This study examined 20 job-related issues and employees' satisfaction rate in each area for 40 social workers in the Kentucky River District of Kentucky.

Family service workers completed a pre-tested questionnaire that related to working conditions, salary, job-related training and stress, duties, and other topics related to job satisfaction. The respondents in this cluster sample were comparable to other social workers in rural districts serving a large number of poor clients. The clientele included child neglecters and child abusers, as well as adult and spousal abusers.

The results showed significant dissatisfaction with the overall components of social workers' jobs, especially those due to the high-stress levels, number of hours worked and overtime hours, high travel time, amount of paperwork involved, and low salaries. Changes were recommended in all possible areas to increase job satisfaction.

THE RELATIONSHIP AMONG HEALTH EDUCATION LEARNING PROJECTS AND EDUCATIONAL ATTAINMENT LEVEL FOR ADULTS WITH HIV DISEASE

M. Craig Hankins, University of Southern Mississippi

The purpose of this exploratory study was to determine the relationship among health education learning projects and educational attainment level for adults with HIV disease. Measures of the number of learning projects, number of hours spent in learning projects, and educational attainment level were obtained from a sample of 36 adults with HIV disease residing in the southern United States. Data were obtained utilizing Allen Tough's Interview Schedule for Studying Some Basic Characteristics of Learning Projects (1975), which was modified to focus on health education. Data were also collected on the obstacles encountered when learning about health-related topics.

Multiple regression analysis provided support that the relationship among health education learning projects (number of projects and number of hours spend in projects) and educational attainment level was significant ($p<.05$), indicating that the educational attainment level determined the involvement in learning projects.

The study provided health educators and health care providers information about the need to develop health care resources with regard to the educational attainment level of the targeted group.

11:00 a.m.-11:50 a.m. CONSTRUCTIVISM (Symposium)..... Thames Room

ORGANIZER: Andrea Minear, The University of Alabama

AN OVERVIEW OF TEACHING APPLICATIONS OF WHOLETHEME CONSTRUCTIVISM

This symposium discussed applications of the principles of wholetheme constructivism to teaching geography. Wholetheme principles were used to design and implement lessons focusing on major geographical themes. The lessons were videotaped. The presentations in this symposium were reflective discussions of the videotaped lessons. The presentations were designed to be of interest to researcher, teachers, and teacher educators exploring new constructivist alternatives to traditional schooling.

Wholetheme Geography: Teaching Map Skills Using the Principles of Wholetheme Constructivism
Andrea Minear, The University of Alabama

This presentation used the principles of wholetheme constructivism to sharpen children's geographical skills on the map of the United States in the context of an authentic learning experience. This presentation offered the teacher's reflections on a video-taped lesson illustrating how the wholetheme approach was incorporated into the planning and implementation stages of this lesson.

Teaching The Spatial Relationships of States and Countries To First Graders
Christi Lotz, The University of Alabama

This presentation was a reflective discussion of a video-taped lesson that made use of metaphor to implement the three principles of Wholetheme Constructivism in a lesson on spatial relationships among states. Students' reactions to the teaching experience were discussed.

Teaching Coordinate Points Through Games and Dance in a Special Education Classroom
Ann Bassett, The University of Alabama

This presentation was a reflective discussion of how the principles of wholetheme constructivism were used in a videotaped lesson that taught the geographical concepts of coordinate points on a map to children with learning disabilities and developmental delay in language acquisition and production. It illustrated how the principles of wholetheme constructivism were used to make these abstract concepts more readily accessible by means of authentic learning activities aimed at the reorganization of the intuitive knowledge base of the students.

Teaching Spatial Awareness Through Wholetheme Constructivism
Stacey Whitaker, The University of Alabama

Spatial awareness of the geographical world around us was the focal theme of this paper. The presentation was a reflective discussion of a geography lesson taught in an elementary resource classroom applying the principles of wholetheme constructivism. The learning by discovery that transpired in the students was illustrated to compare wholetheme constructivism and traditional thematic approaches.

Discussion: Where Do We Go From Here? Lessons From Wholetheme Constructivism in Geography Teaching
Madeleine Gregg and Alexander B. Casareno, The University of Alabama

What can we learn about geography teaching from wholetheme constructivism? What are the implications for curriculum development, instructional design, and student assessment? This discussion tied together the various papers of this symposium to understand the implications of wholetheme constructivism for teacher education.

11:00 a.m.-11:50 a.m. INTELLIGENCE (Discussion Session).....Lackey Room

PRESIDER: Judy Burry-Stock, The University of Alabama

RELATIONSHIPS AMONG INTELLIGENCE QUOTIENTS, ACHIEVEMENT, AND ACT SCORES

Charles W. Davidson, University of Southern Mississippi

The prediction of likelihood of success in academic endeavors such as schools of law or medicine has been of tremendous benefit to society and to individuals. The ability to predict has reduced the per-graduate cost to the schools and has saved persons who have low probabilities of graduating time, embarrassment and money. However, there have been few studies that showed the relationships between ACT scores, IQ's, and achievement at the elementary through secondary school level. The purpose of this study was to determine those relationships.

To determine those relationships, scores on various achievement instruments, the Short Form Test of Academic Aptitude and the ACT, were collected on 296 children. Multiple regression analysis was used to determine multivariate and bivariate relationships. Among the findings were that the relationship between ACT composite scores and IQ's as measured by the SFTAA was .89 ($p<.001$).

WITHIN-RACE DIFFERENCES IN ACADEMIC ACHIEVEMENT: THE IMPACT OF MAGNET SCHOOLS

Anthony J. Onwuegbuzie, Betty L. Dickson, and Carolyn L. Pinchback,
University of Central Arkansas

Magnet schools were designed to attract a cross-section of students voluntarily from different racial groups by offering a distinctive program of study. Despite the popularity and rapid growth of magnet schools in recent decades, only a few empirical studies comparing magnet schools to non-magnet schools have been undertaken. While these studies typically have found students in magnet schools to have higher levels of academic achievement than their counterparts, there is still debate over whether magnet schools are effective for all racial groups. Thus, the purpose of this longitudinal study was to assess the effectiveness of magnet schools for both black and white elementary students in a large mid-southern, urban school district.

Three successive cohorts (grade one in 1994 to grade three in 1996), comprising 1,287 students, were compared on reading and mathematics standardized achievement test scores. A series of repeated measures analyses revealed that, for white students, there was no difference in total reading achievement [$F(1, 446)=0.92$, $p>.05$) or total mathematics achievement [$F(1, 449)=3.11$, $p>.05$) between the magnet and non-magnet schools. On the other hand, for black students, magnet-elementary students outperformed their counterparts in both reading [$F(1, 808)=5.03$, $p<.05$) and mathematics [$F(1, 819)=11.71$, $p<.001$). The implications of these and other findings were discussed.

MSERA CONSTITUTION AND BYLAWS

CONSTITUTION AND BYLAWS OF THE MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION
(As Amended November 12, 1992)

CONSTITUTION

ARTICLE I

NAME AND MEMBERSHIP

The organization shall hereafter be known as the Mid-South Educational Research Association. Any person who supports the purposes of the Association shall be eligible for membership and shall be an active member in this organization upon payment of annual dues as provided in the bylaws.

ARTICLE II

PURPOSES

The Mid-South Educational Research Association shall be a non-profit incorporated educational organization whose purposes are to encourage quality educational research in the Mid-South and to promote the application of the results of quality educational research in the schools.

Said corporation is organized exclusively for educational and scientific purposes; i.e., as a non-profit educational organization whose purpose is to encourage and provide results of quality educational research in elementary and secondary schools and in institutions of higher learning, including, for such purposes, the receipt of donations and books to further educational research and the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law).

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

In the event of dissolution of the corporation, any assets remaining after paying all liabilities shall revert to and become the property of an organization which is qualified under section 501 (c) (3) of the Internal Revenue Code of 1954 amended.

ARTICLE III

INCORPORATION

The Association shall be incorporated upon provision of the laws of the State of Mississippi.

ARTICLE IV

OFFICES AND TERMS OF OFFICE

Section 1.a. The governing body of the Association shall consist of a President, Vice-President/President-Elect, Secretary-Treasurer, Immediate Past-President, Directors, and Executive Secretary, who are members of the Association. These officials shall constitute the Board of Officers and Directors of the Association (hereafter called the Board of the Association). The term of office for each elected official shall begin on the first day of the calendar year following election to the Board of the Association.

b. The Directors shall consist of four members at large; one from among the representatives of elementary-secondary schools; one from among the representatives of the State Departments of Education; and one from each of the constituent states.

Section 2.a. The Officers of the Association who serve as Vice-President/President-Elect and Secretary-Treasurer shall be elected at the Annual Meeting of the Association to terms of one year for the Vice-President/President-Elect and two years for the Secretary-Treasurer. The Vice-President/President-Elect shall succeed automatically to the office of President for a term of one year upon completion of a term as a Vice-President/President-Elect or upon the occurrence of a vacancy in the office of President. Each officer shall serve until a successor assumes office except for the Vice-President/President-Elect who would succeed to the office of President due to a vacancy in the office.

b. The Directors of the Association shall be elected for a term of two years. The Directors elected at large, the Director representing the elementary-secondary schools, and the Director representing the State Departments of Education shall be elected at the Annual Meeting during odd-numbered years, and the Directors representing the states shall be elected at the Annual Meeting during even-numbered years. Each Director shall serve until a successor assumes office.

c. All elective Officers and Directors will be eligible for reelection to the offices that they hold for one additional term except the Vice-President/President-Elect, who is restricted to one term, and the Secretary-Treasurer, who is not restricted as to the number of terms served.

d. In case a vacancy occurs in the office of Secretary-Treasurer or among the Directors, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association. If a vacancy occurs in the office of Vice-President/President-Elect, the office will be filled by election at the next Annual Meeting of the Association. Any person who is named to fill an unexpired term shall be eligible for election to the office to which the appointment is made.

Section 3. The Immediate Past-President of the Association shall be an ex officio voting member of the Board of the Association and shall serve during the term of office of the successor as President.

Section 4. The Board shall appoint an Executive Secretary of the Association who will be an ex officio non-voting member of the Board and will serve at the pleasure of the Board.

Section 5. The President, Vice-President/President-Elect, Secretary-Treasurer, and Immediate Past-President shall constitute the Executive Committee of the Board. The Executive Secretary will serve as an ex officio non-voting member of the Executive Committee.

Section 6. The Officers, Directors and Executive Secretary of the Association shall be residents of the constituent states during their terms of service on the Board. Any vacancy on the Board that occurs as a result of a failure to comply with this requirement shall be filled in the manner prescribed herein for the respective office.

ARTICLE V

MEETINGS OF THE BOARD OF THE ASSOCIATION

The Board of the Association shall hold at least two meetings per year at sites designated by the President. One meeting shall be held for the purpose of outlining and planning activities for the Association's Annual Meeting including the program for the Association, approving the annual budget, approving changes in the constitution and bylaws, and discussing such other matters of business that need to be addressed at that time. The second meeting shall be held prior to the Annual Meeting of the Association for the purpose of finalizing program plans, acting upon proposed changes in the constitution and bylaws, and conducting such other business as the President or other members of the Board may deem necessary.

ARTICLE VI

NOMINATION AND ELECTION OF OFFICERS AND DIRECTORS

Section 1.a. A slate of nominees for Officers and Directors to be elected at the Annual Meeting of the Association will be named by a committee appointed by the President and composed of equal representation from each of the constituent states.

b. Nominations for any position may be made to the committee by any active member of the Association, provided that the member secures (1) the written permission of the nominee and (2) the signatures of four other active members endorsing the nomination. The committee shall establish and announce a deadline for receiving nominations.

Section 2. The nominating committee shall announce the nominations for all positions, direct the preparation of ballots, and conduct the election. The President will announce the results of the election at the business session of the Annual Meeting of the Association.

Section 3. The elective Officers and Directors of the Association shall be named by secret ballot of the members attending and voting at the business session of the Annual Meeting of the Association. A majority of the votes cast shall be required to elect Officers and Directors except for the Directors elected at large. A plurality of the votes cast on ballots for Directors elected at large shall be required for election.

Section 4. Each Director representing a constituent state shall be elected by the members of the Association who are from the state represented by the respective Director.

ARTICLE VII

MEETINGS OF THE ASSOCIATION

The Association shall hold an annual meeting at such time and place as is designated by the Board of the Association.

ARTICLE VIII

BYLAWS

The Association may adopt such Bylaws as are necessary for its operation by a majority of the active members present and voting at any Annual Meeting of the Association. Such Bylaws shall not be in conflict with the provisions of this constitution. Bylaws or their modification may be proposed by an active member of the Board of Directors or any active member of the Association.

ARTICLE IX

AFFILIATIONS

A state research association whose members are desirous of promoting the purpose of this Association and sharing in its work may become affiliated with this organization as provided in the Bylaws.

ARTICLE X

AUTHORITY FOR CONDUCTING MEETINGS

Section 1. Robert's Rules of Order shall serve as the guide to be followed in conducting all regular and special meetings of the Association and the Board of the Association. At the beginning of each session, the President will name a parliamentarian to advise on all parliamentary questions during the meeting.

Section 2. This constitution shall go into effect immediately upon acceptance by a three-fourths majority vote of the members of the Board of the Association attending and voting at a regular Board meeting and by a three-fourths majority vote of the members attending and voting at a regular meeting of the Association.

ARTICLE XI

AMENDMENTS

Section 1. This constitution may be amended at any time by written recommendations of any active member, provided that (1) the member secures signatures of four other members to the proposed amendment, (2) the member submits this petition to the Board of the Association for action no less than six months prior to the Annual Meeting of the Association, (3) the amendment is approved by a two-thirds majority vote at a minimum of two meetings of the Board, and (4) the amendment is approved by a two-thirds majority vote of the active members attending and voting at the Annual Meeting of the Association.

Section 2. The activities of the Association shall be regulated by the Bylaws. These may be amended at any Annual Meeting by a majority vote of those present and voting, provided that written notification of the prospective amendment has been given to the members prior to the Annual Meeting.

BYLAWS

ARTICLE I

CONSTITUENT STATES OF THE ASSOCIATION

The constituent States of the Association include Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee.

ARTICLE II

DUTIES OF THE OFFICERS AND DIRECTORS OF THE ASSOCIATION

Section 1.a. The President shall preside at all regular and special meetings of the Association and all regular and special meetings of the Board, or shall designate an individual to assume this responsibility.

b. The President shall ensure the coordination of all activities of the Association through cooperative efforts with the Executive Secretary, shall represent the Association at all regular and special functions, shall speak for the Association at all times while serving as President, and shall prepare the annual budget.

c. The President shall appoint committees of the Association as necessary to perform specific responsibilities with the chair of each committee serving as a non-voting representative to the Board.

d. The President shall appoint editors for the Proceedings of the Annual Meeting and any periodic publications of the Association with each editor serving as a non-voting representative to the Board.

Section 2.a. The Vice-President/President-Elect shall assist the President at all times. In the case of the resignation or incapacity of the President, the Vice-President/President-Elect shall assume the office of President and complete the unexpired term. In such case, the Vice-President/President-Elect shall also serve the subsequent full term as President that would have accrued by succession to the office.

b. The Vice-President/President-Elect shall be responsible for the preparation and dissemination of current revisions and additions to the Operations Manuals of the Association. These materials shall be distributed at biannual meetings of the Board and the committee chairpersons as appropriate.

Section 3.a. The Secretary-Treasurer shall conduct the correspondence for the Association, keep minutes and records for all regular and special meetings of the Association, keep minutes and records for all meetings of the Board, keep account of and report all monies received, write checks as authorized by the Board, and supervise registration at the Association's Annual Meeting.

b. The Secretary-Treasurer shall prepare and distribute minutes to the Board Members for any regular and special meetings within six weeks after the conclusion of each meeting. Unless there is written notice from any Board Member within four weeks after the distribution of the minutes concerning errors in the minutes, these shall become the official record of the proceedings of the meeting upon approval by the Executive Committee of the Board.

c. The Secretary-Treasurer shall prepare and submit the books of the Association for an annual audit to be conducted after the close of the business year by an active member, other than the incoming or outgoing Secretary-Treasurer, appointed by the incoming President.

Section 4. The Directors elected at large shall attend all regular and special business meetings of the Board, stimulate interest in the membership of the Association and perform such responsibilities as are designated by the President.

Section 5. The Directors who represent the elementary-secondary schools and the State Departments of Education shall attend all regular and special meetings of the Board, coordinate activities within these groups, actively solicit memberships in the Association from their respective groups, and perform such responsibilities as are designated by the President.

Section 6. The Directors who represent the various states shall attend all regular and special meetings of the Board, solicit memberships in the Association from their states, and perform such responsibilities as are designated by the President.

Section 7.a. The Executive Secretary shall be responsible for coordinating the work of the Association and serving as advisor in all activities of the Association.

b. The Executive Secretary shall provide liaison with other professional organizations and entities on behalf of the Association.

c. The Executive Secretary shall provide a repository of historical documents and records of the Association.

d. The Executive Secretary shall maintain a current compilation of the policies and procedures approved by the Board.

e. The Executive Secretary shall maintain records of membership for the Association.

f. The Executive Secretary shall perform business and communication functions of the association as directed by the Board.

Section 8.a. The Executive Committee of the Board will meet on call of the President of the Association. The committee shall have general supervision of the affairs of the Association between meetings of the Board, shall make recommendations to the Board on any matters affecting the Association, and shall perform such other duties as the Board may assign to the Executive Committee.

b. Notice of all meetings of the Executive Committee and actions taken at these meetings shall be reported promptly to the entire membership of the Board. Actions of the Executive Committee shall be in conformity with these Bylaws and shall be subject to approval of the Board at its next meeting.

ARTICLE III

MEMBERSHIP DUES AND OTHER FEES

The Board of Directors has the authority during any budget year to establish the annual dues and also fees effective the subsequent year.

ARTICLE IV

BOARD OF DIRECTORS

The absence of a Board Member from two meetings during a term of office shall constitute grounds for declaring the office vacant. In such case, the Board shall determine the reasonableness of the absences. If the Board deems that the absences are without merit, it shall declare the office vacant. In the case of an elective office except for the office of Vice-President/President-Elect, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association.

ARTICLE V

AFFILIATION WITH THE ASSOCIATION BY STATE RESEARCH ASSOCIATIONS

Section 1. The Association may establish affiliate relationships with state research associations in the Association's region that promote the purposes of the Association.

Section 2.a. The Association shall act on a request for affiliation by a state research association upon the submission to the President of the Association of a petition requesting affiliation which has been approved by the membership of the state research association and a copy of the constitution and bylaws of the state research association.

b. The establishment of an affiliate relationship between the Association and a state research association must be approved by a majority vote of the members of the Board of the Association attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

Section 3.a. The affiliate relationship between the Association and a state research association shall have as a provision that each organization may appoint a non-voting representative to serve on the board of its affiliate organization. The appointment of the Association's representative to an affiliated state research association shall be made by the President. The appointment of the state research association representative to the Board of the Association shall be made in the manner prescribed by the state research association.

b. The Association and an affiliated state research association shall advise their members of the activities of both organizations. Each organization shall encourage membership and participation in the other organization by persons from the state served by the state research association.

c. The Association and an affiliated state research association shall advise their members of the activities of both organizations. Each organization shall encourage membership and participation in the other organizations by persons from the state served by the state research association.

d. The Association and an affiliated state research association may cite their affiliation with each other where appropriate and desirable. The Association shall be identified as the senior organization because of its multi-state, regional scope.

e. The affiliation between the Association and a state research association shall not infringe upon the autonomy of either organization nor cause either organization to incur any responsibility for the financial obligations of the other organization.

f. The affiliation between the Association and a state research association may be terminated at any time by the decision of either organization. The decision by the Association to terminate the affiliation with a state research association must be approved by a majority vote of the members of the Board attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

g. Membership of an individual in either the Association or an affiliated state research association shall not constitute nor imply membership in the other organization.

ARTICLE VI

ARCHIVES OF THE ASSOCIATION

Section 1. The Board of the Association may designate one or more educational agencies and/or institutions to serve as official archives of the Association.

Section 2.a. The establishment of archives for the Association shall require approval by a majority vote of the members attending and voting at any regular Board meeting.

b. Archives shall be established by entering into a formal agreement between the Association and an educational agency or institution that includes specifications of the materials to be placed in the archives, the operational procedures for maintaining the archives, the services to be provided for users, and other matters as determined by the Board and the agency or institution.

c. Any educational agency or institution that maintains archives for the Association shall be located within the Association's region.

Section 3.a. An educational agency or institution that maintains archives of the Association shall comply fully with the specifications in the agreement with the Association. Failure to comply with these specifications will constitute cause for termination of the agreement by the Association.

b. The archives must be organized and maintained in such manner that the contents are readily identifiable, accessible, and retrievable to serve users.

c. A report on the status and operation of the archives shall be made at least annually to the Board by the agency or institution that maintains archives of the Association.

Section 4.a. The agreement between the Association and an educational agency or institution that maintains archives for the Association may be terminated by a decision of either party.

b. A decision by the Board of the Association to terminate such an agreement must be approved by a majority vote of the members attending and voting at any regular Board meeting.

c. Written notification of termination by either party shall be given to the other party and must include a delineation of the reason for the decision.

PAST PRESIDENTS OF MSERA

AND

AWARD WINNERS

PAST PRESIDENTS OF MSERA

1996.....David Morse

1995.....Glennelle Halpin

1994.....Diana Lancaster Gardiner

1993.....Robert L. Kennedy

1992.....Judith A. Boser

1991.....Gypsy Abbott Clayton

1990.....John R. Petry

1989.....Carl R. Martray

1988.....Carolyn Williams

1987.....William Deaton

1986.....John Thornell

1985.....Carolyn Reeves-Kazelskis

1984.....Robert Rasmussen

1983.....Ronald Adams

1982.....James E. McLean

1981.....Neil Amos

1980.....Harry L. Bowman

1979.....Robert E. Bills

1978.....Charles Babb

1977 ..... Doug McDonald

1976.....Virginia Horns-Marsh

1975.....Fred K. Bellott

1974.....George Gaines

1973.....Walter Matthews

OUTSTANDING RESEARCH PAPER AWARD WINNERS

1995.....Christopher H. Skinner, Patricia Logan, Gregg A. Johns, and Sheri L. Robinson

1994.....Yi- Cheng Wu and James E. McLean

1993.....Alan S. Kaufman, Jane Ford-Richardson, and James E. McLean

1992.....B. A. Nye, C. M.Achilles, J. Zahorias, D. Fulton,

1991.....Robert L. Kennedy, Jianliang Wang and Gene Harryman

1990.....Marion Dana, Anthony Scheffler, Mark Richmond, Sandra Smith, and Howard Draper

1989.....Jeffrey Gorrell

1988.....James E. McLean and Alan S. Kaufman

1987.....Larry Webber, Bruce Thompson, and Gerald S. Berenson

1986.....Joan M. Butler, David DeRuzzo, John P. Wollenberg, and Herbert M. Handley

1985.....Charles M. Achilles and M. Nan Lintz

1984.....James Flaitz

1983.....James M. Prater, Jr.

1982.....Debra Joyce Steele

1981.....Linda Newby

1980.....Ruth Bragman

1979.....Charles E. Standifer and Ernest G. Maples

1978.....Robert E. Bills

1977.....Robert H. Bradley and Bettye M. Caldwell

DISSERTATION/THESIS , SERVICE, AND RESEARCH AWARD WINNERS

HEBERT HANDLEY DISSERTATION/THESIS AWARD

1995.....Malenna A. Sumrall
1994.....Jayne B. Zaharias.
1993.....Colleen C. Johnson
1992.....Michele G. Jarrell
1991.....Margaret L. Glowacki

Distinguished Dissertation/Thesis Award

1990.....Kevin Hughes
1989.....Gloria A. Turner
1988.....Soo-Back Moon
1987.....M. Nan Lintz
1986.....Esther M. Howard
1985.....Anne Hess

HARRY L. BOWMAN SERVICE AWARD

1995.....James E. McLean
1994.....John R. Petry
1993.....Judith A. Boser
1992.....Harry L. Bowman

MSER FOUNDATION RESEARCH GRANT

1995.....Cindy Williams

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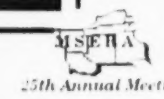

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